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ABSTRACT

This curriculum guide for North Carolina social studies teachers stresses the fact that social studies traditionally has accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. It is the single curriculum area whose subject matter is the entirety of human experience. The sequence for social studies described in this handbook defines in general terms the subject matter to be emphasized in social studies at each grade. The general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have flexibility to select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. Introductions to the primary, elementary, middle level, and secondary social studies programs as well as the introductions for specific grade levels outline content and skills. Specific goals and objectives further delineate the social studies program at each level. Skill goals include: (1) acquiring information from a variety of sources; (2) using information for problem solving, decision making, and planning; (3) demonstrating skill in self-management and social participation; and (4) participating effectively in civic affairs. Methods and lesson plans for teaching these skills are included for primary, elementary, middle level, secondary, and elective courses. The lessons range from the beginning level of kindergarten children's study of themselves and their families, through the secondary electives of psychology, sociology, law and justice, economics, and government. (DK)

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NORTH CAROLINA COMPETENCY-BASED CURRICULUM
· SUBJECT-BY-SUBJECT ·

# TEACHER HANDBOOK
## Social Studies · K-12

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NORTH CAROLINA COMPETENCY-BASED CURRICULUM
• SUBJECT-BY-SUBJECT •

# TEACHER HANDBOOK

## Social Studies • K-12

DIVISION OF CURRICULUM AND INSTRUCTION • OFFICE OF PROGRAM SERVICES
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION • 1992

# FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has periodically been revised to reflect the changing needs of students and society. The 1985 ***Standard Course of Study***, for example, reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. Moreover, it also included initial efforts to develop mature thinkers and problem solvers.

In the 1980's and early 90's we have witnessed a dramatic shift in the needs of business and industry and of society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students continue to need mastery of such enabling skills as reading, writing, and computing, they must also master the new basics which include creative thinking/problem solving, interpersonal skills, negotiation and teamwork.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study*** and ***Teacher Handbook***. The revisions are futuristic in outlook. They look at what students will need to know, be able to do, and be like. In other words, the curriculum focuses on the desired outcomes for North Carolina's students after thirteen years of schooling.

The North Carolina General Assembly is continuing its commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the ***North Carolina Standard Course of Study*** and the revised curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the revised curriculum are essential contributions to the continuing efforts to provide a quality education for each North Carolina child.

Bob Etheridge

Bob Etheridge
State Superintendent of Public Instruction

# ACKNOWLEDGEMENTS

The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the ***North Carolina Standard Course of Study*** and the ***Teacher Handbook*** would not have been possible.

We wish to express a special thanks to:

- the Division of Curriculum and Instruction for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff, directed by Joseph B. Webb, contributed greatly to the completion of this task,
- the many local educators who participated in the current revision process by serving on curriculum committees and reacting to draft documents,
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum,
- Raleigh-based staff in Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Second Language Studies, Science, Social Studies, and Vocational Education. These Public Instruction staff members carried the primary responsibility for revising and editing the curriculum,
- office support staff in each of the above named areas who, in addition to their on-going responsibilities, word processed the revised documents,
- Technical Assistance staff who reacted to revised drafts,
- the Division of Communication Services for technical assistance in the publication of the documents,
- Association for Supervision and Curriculum Development (ASCD) for allowing its ***Dimensions of Thinking*** to serve as the framework for this revision process,
- members of the Agency's Thinking Skills Task Force who worked tirelessly to craft the thinking skills philosophy that is expressed in the Introduction,
- especially Wandra Polk who coordinated the revision of the ***Standard Course of Study*** and ***Teacher Handbook***.

The current revision process, involved on some level, the entire education community, and its end product is a North Carolina curriculum of which the State can be justifiably proud. We will constantly revise and improve the ***Competency-Based Curriculum*** in order that it will continue to meet the needs of the children of North Carolina.

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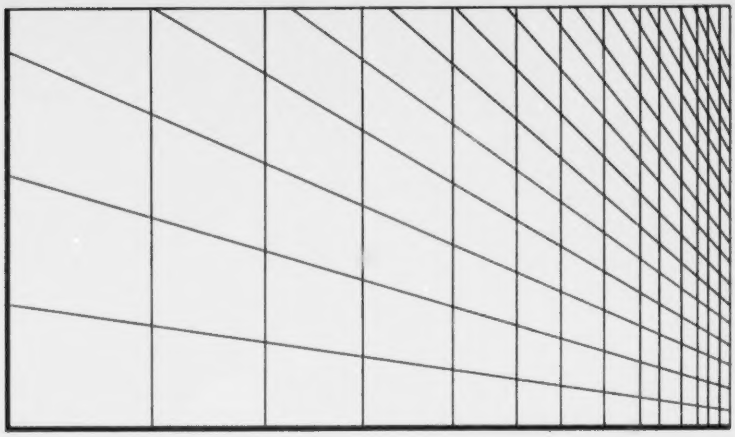
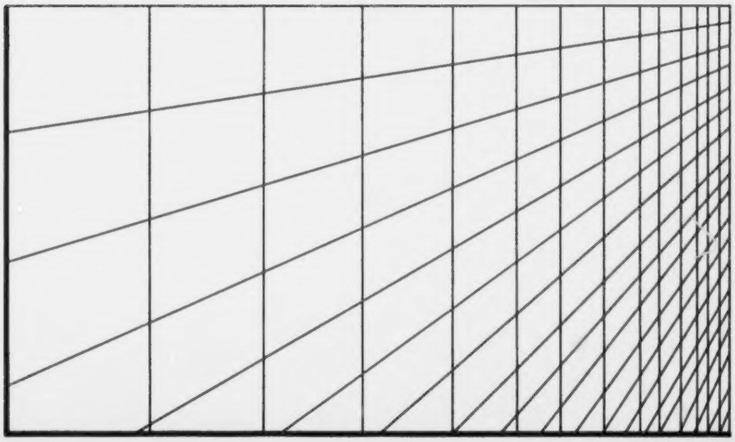


# Social Studies

## Competency-Based Curriculum



# SOCIAL STUDIES

## PROGRAM OUTCOMES

A balanced and effective social studies program, K-12, prepares students to be active, informed, and responsible citizens of the state and the nation. Social studies increases students' awareness of their world, their nation, and their state, giving them fundamental understanding of their own society and others both past and present. Students acquire and perfect skills of individual and group inquiry and examine a broad range of peoples and cultures. Students gain from social studies programs the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. They are prepared, as a result of their social studies education, to deal with present, recurring, and unforeseen problems.

Students successfully completing a balanced and effective social studies program

- possess civic understanding and accept their responsibilities as citizens in a democratic society.
- are proficient in the skills of information acquisition; information use for problem-solving, decision-making, and planning; self-management and social participation; and civic participation.
- possess the ability to apply concepts, generalizations, and theories to analyze and explain:

- the structure, function, and operations of the economic, social and political institutions of the United States and other societies and the economic, social, and political behavior of people.
    - the historical development and unique characteristics of past and present societies.
    - persistent issues and problems.
    - basic geographic concepts.
- demonstrate values consistent with the fundamental tenets of democracy.
- exhibit constructive attitudes toward change, conflict, diversity, and uncertainty.
- demonstrate concern for others and for the environment.

Social studies education is basic to all learning in school. Social studies is the single curriculum whose subject matter is the entirety of human experience. It is in social studies classes that students put to use the skills introduced in other areas as they learn to understand and practice the art of living and working together in a productive and non-destructive manner. Social studies becomes the framework through which the basic skills are integrated, and through which the basic skills are integrated, and through which other areas are naturally correlated.

# RATIONALE FOR SOCIAL STUDIES IN THE SCHOOL CURRICULUM

Beginning with a 1642 law in Massachusetts that called for an understanding of the "capitall lawes of country" and continuing to this day, citizenship education has been a primary responsibility of the public school system. Moses Mather wrote in 1775 that "the strength and spring of every free government is the virtue of the people; virtue grows on knowledge, and knowledge on education." Indeed, the Massachusetts Constitution of 1780 declared that "wisdom and knowledge" were "necessary for the preservation of...rights and liberties." North Carolina's founding fathers had displayed that same emphasis on education four years earlier when they included an article on that very subject in our state's first constitution.

Quotable Thomas Jefferson stated this responsibility deftly and eloquently:

> *If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be...I know of no safe repository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.*

By education did those initiators of this nation mean merely the rudiments of reading and writing? Or, was there a body of knowledge essential to a free people that went beyond such basics? Rights imply responsibilities and  the preservation of rights suggests the exercise of responsibilities. Yet, if citizens cease to know either the breadth of their liberties or the limits of their government, the preservation of the great American experiment begun in 1776 must become far less secure. Our notion of literacy must extend beyond fundamentals as traditionally conceived. There must exist an essential educational ingredient that encompasses civic education, a body of knowledge that is addressed in social studies. Although many other institutions, forces, and experiences do educate, the only place where this knowledge will be taught to everyone is in our public schools.

The nature of what is to be taught under the rubric of civic education has changed, is changing, and will remain a subject for debate over the long course of history. Educating for effective citizenship had a fairly limited and specific meaning when an infant nation clung precariously to its foothold on the Atlantic Coast, when 95%

of all Americans were farmers, when information traveled only as fast as a horse could gallop, and when American society—new and diverse as it appeared to Europeans—was quite homogeneous. In spite of spasmodic political upheavals, society had remained remarkably stable for hundreds of years, and there were few who would confidently predict much change in any foreseeable future. The transmission of civic values from one generation to the next would be just that: passing on intact to a new generation the knowledge, beliefs, and habits of the old in order that the new generation might emulate and mirror the old. One mission of social studies is and has been this transmission of the knowledge and values of the culture.

Such a mission is no longer sufficient. The world is very different now, and the future to be prepared for is neither stable nor easily predicted. Some images of the future can be only dimly perceived just now; others are absolutely certain and their outlines are clear in our schools and the world around them.

Today it is possible to know more about our world more quickly than ever before. Our new knowledge makes much of the old obsolete. It is the task of social studies education to make sense of this knowledge of our world: to place new knowledge in perspective and to let go the obsolete without carelessly discarding something of value.

Since we cannot predict what specific knowledge and behavior will be demanded in the future, we must concentrate on educating citizens who will be able to solve problems that cannot presently be foreseen. Tomorrow's citizens must be effective problem solvers, persons able to make good choices. Unable to forecast the future in specific terms, schooling must be directed toward educating intelligent persons capable of the intellectual rigor to face up to the hard choices they must inevitably inherit.

We now have the knowledge and the technology to feed, clothe, and house all the people of the world, only to find ourselves faced with a new problem: how to use this knowledge and this technology for the general welfare. In the education of citizens, our schools cannot safely ignore the increasing interdependence and diversity of the world. Certainly the events in Eurasia in recent years have dramatized once again the necessity of broadening our cultural horizons. Moreover, those events have demonstrated the degree to which our world is interdependent. Our own economic and political well-being is inextricably bound up in the well-being of the world. We must educate citizens to cope with the reality that events across vast oceans can and do significantly influence what happens at home.

Knowledge of people distant from us in time and space is not only instructive but imperative since we are thoroughly dependent on other people. All our technological advances make the world an even smaller place, in which the power of the individual for good or evil is immensely increased. More than ever, societies of the future will be dependent upon caring, responsible citizens, willing and able to think and act individually and collectively.

Within our schools social studies has traditionally accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. It is the single curriculum area whose subject matter is the entirety of human experience. The teachings of the disciplines that comprise the social studies contribute distinctively to civic education.

The study of **HISTORY** places human beings and their activities in time. A knowledge of history cannot enable one to predict the future, but it can reveal how other people in other times have dealt with problems and the success or failure of their solutions. It is unique in that it teaches the impacts of the past in shaping the world of today and in determining the options open to us. History can teach both the burdens the past has placed on us and the opportunities these burdens can provide. Finally, the study of history has enormous value for society collectively. In addition to its value for individuals, historical knowledge gives society its roots— in time, in place, in direction. It gives us an understanding of our human heritage.

The study of **GEOGRAPHY** encompasses the questions, "Where is it?" ,"Why is it there?", and "What of it?". Geography is the stage on which the drama of history unfolds. Geographic understanding helps citizens ask questions about the ways human societies have occupied, used, and been affected by the lands on which they live. Just as knowledge of history can give an understanding of time perspective, knowledge of geography can give an understanding of spatial perspective.

Knowledge of **ECONOMICS** brings with it understanding of how individuals and societies decide and have in the past decided to use their skills and their resources to provide for their needs. A basic knowledge of economics can provide citizens with intellectual tools for evaluating issues having to do with the allocation and distribution of the earth's ever scarcer resources.

Knowledge of **POLITICAL SCIENCE** includes understanding political institutions: why they exist, how they function, and how each institution relates to all others. Only with this knowledge can citizens participate effectively and creatively in their political/legal system.

Governments and economies are operated by people. **ANTHROPOLOGY, PSYCHOLOGY,** and **SOCIOLOGY** offer distinctive perspectives on the behavior of individuals and the groups in which they live. These social sciences can provide citizens with useful tools for analyzing the motives and activities of individuals and groups they encounter.

The study of history and the social sciences are thus essential to the education of citizens. But civic education is more even than these: it must include the teaching and learning of the skills of information acquisition; of using information for decision-making, problem-solving, and planning; of self-management and social participation; and of civic participation. Finally, knowledge and the skills of information acquisition and use are necessary but insufficient conditions for the education of citizens. The skills of self-management and civic participation imply a commitment to those human and social attitudes and values which undergird democratic societies: belief in the worth and dignity of all people, commitment to majority rule and minority rights, a belief in the inevitability and often desirability of diversity, conflict, compromise, and change.

Only by a commitment to knowledge, skills, and the values and attitudes of a humane society can social studies discharge its responsibilities. Only through a social studies program of such dimensions can schools discharge their historic mandate for civic education.

## RATIONALE FOR CONTENT ORGANIZATION

The sequence for social studies as described on the following pages defines in general terms the subject matter to be emphasized in social studies at each grade. This general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have a good deal of flexibility as they select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. Departures from the sequence can cause several problems including overlapping content between grade levels, lack of instructional time for recommended topics, and needless duplication in the use of instructional materials.

Several areas of study within the social studies are legally required. Public School Law G.S. 115C-81 specifies subjects to be taught in North Carolina schools. Mentioned in the law are several areas of required study within the social studies. The areas are Americanism; the governments of North Carolina and the United States; and the free enterprise system, including its history, theory, foundation, and the manner in which it is actually practiced. G.S. 115C-81 requires local boards of education to provide for teaching of "the nation's founding and related documents, which shall include at least the major principles in the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers." G.S. 115C-81 further directs the State Board of Education to include such documents in any curriculum-based tests developed and administered state-wide and to establish curriculum content for this study.

The State Board of Education has prescribed content in several areas in the secondary social studies program. United States History in the high school is a traditional requirement. In the early 1980's the Board stipulated that economics and government would be the second of the two required courses in social studies. The January 1989 State Board of Education acceptance of the report of the Committee on Placement of Religion in the Social Studies Curriculum resulted in a mandate for teaching about religion in the social studies curriculum. Finally, the State Board of Education in August 1991 mandated a third required high school course in the world studies area.

Introductions to the Primary, Elementary, Middle Level, and Secondary Social Studies Programs as well as the introductions for specific grade levels outline content and skills. Specific goals and objectives further delineate the social studies program at each level.

## SKILLS IN THE SOCIAL STUDIES CURRICULUM

These brief essays on social studies skills describe in general terms the behaviors of adults who exhibit the skills and proceed to descriptions of some activities and opportunities students might engage in as they acquire the skills. The essays describe skill development activities for the primary, elementary, middle level, and secondary social studies programs. Students will develop increasingly sophisticated and informed concepts and generalizations as they achieve proficiency in these skills and as they apply these skills to the content of social studies. It should be noted that the goals and objectives for social studies content are phrased in language that suggests both creative and critical thinking processes.

## SKILL GOAL I: THE LEARNER WILL ACQUIRE INFORMATION FROM A VARIETY OF SOURCES.

Adults who possess skill in acquiring information are good questioners and dispassionate observers, and they view information from these perspectives. They expect to use the answers to their questions and the results of their observations as they solve problems, make decisions, and plan. They are familiar with general bibliographic sources and use filing systems such as the Dewey Decimal System or the Library of Congress system with ease. They seek information from a variety of sources: reference works such as dictionaries, atlases, and encyclopedia; books and periodicals; maps, charts, and diagrams; artifacts, primary sources, and replicas and reproductions; photographs and works of art; computer data bases; and interviews and direct observation.

Skilled information gatherers seek balanced and authoritative sources, although they use conflicting interpretations and accounts of events as opportunities for inquiry. They possess question-asking skills and use these skills as they make direct observations, interview people, and seek information from any source.

Finally, adults skilled in acquiring information view information as data to be used and applied rather than to be stored. They are not fearful of saying, "I don't know." Rather, they have strategies for finding the information they need in a given situation.

### IMPLICATIONS FOR INSTRUCTION

Students gain skills in acquiring information through a sequentially developed program that gives them numerous opportunities to practice, refine, and apply these skills. The instructional sequence for these skills includes (1) presenting a model of the use of the skills; (2) providing several opportunities for students to work through the skills with careful teacher guidance; (3) continuing opportunities for additional practice with increasingly complex variations of the skills in a variety of classroom and community settings; and (4) opportunities to evaluate their own work. Mastery of skills in acquiring information comes only as the result of practice, continued use, and refinement.

## PRIMARY SOCIAL STUDIES

Young children need opportunities to use the skills of observing and questioning they bring with them to school as they seek information. Teachers help children develop facility in these skills as they provide opportunities for children to observe the classroom, the school, and the neighborhood and community surrounding the school. Such observation implies recording information gained from walks, playground and school experiences, and informal field trips in the community. Teachers help children develop questioning skills as they help them plan questions to ask parents, grandparents, and other important adults, as they encourage children to find different words to use in asking questions, and as they help children make useful records of interviews. As children progress through the primary social studies program they need opportunities to make observations from photographs and paintings, to use the telephone to interview other children and adults, and to use their own writing to frame questions.

Primary grades children need opportunities to explore libraries: to learn their way around the physical arrangement of the library and to learn where materials they can use are located. As they progress through the primary grades, children will learn to locate primary dictionaries, atlases, and encyclopedias and to find specific information in them. They will learn to find collections of photographs or art prints. During the primary years, students under the careful leadership of teachers and media specialists will progress from their total dependence on adults to help them acquire information toward independence as users of libraries.

Primary grades children need to acquire information in stages by listening to others read about social studies topics, issues, and themes and then, as their decoding skills grow, by themselves reading in order to secure information they need. Similarly, children can grow in their ability to "read" other materials: simple maps, charts, and diagrams. For example, teachers will initially need to demonstrate and explain maps as representations, the use of symbols to represent real objects, and the process of "reading" maps for information. With such demonstration and explanation, children can then practice reading maps under the direction of their teachers until they achieve proficiency.

# ELEMENTARY SOCIAL STUDIES

Students in grades four and five continue to develop their observation and questioning skills as they acquire information. Teachers should guide students in more sophisticated techniques of observation, leading them to construct their own guides for observing various phenomena. For example, elementary students preparing to view a videotape can anticipate its content and prepare a guide to enhance the acquisition of information from the videotape. Similarly, these students can develop increasingly sophisticated questions to gather information from interviews and surveys.

Students in grades four and five become increasingly proficient in using libraries. They can make frequent use of reference works, books, and periodicals. They should be able to find useful materials on their own with limited assistance from adults. By the end of the elementary social studies program, students should have sufficient familiarity with library resources to conduct individual and small-group research projects with confidence.

In the elementary grades students increasingly acquire information from reading. In addition to print materials, students need to learn to read a variety of maps: physical, political, climate, resource, and so forth. Students need to use more and more complex graphs, charts, and diagrams as information sources as well. It is in these grades that students can begin to use computer data bases as sources of information and achieve proficiency in their use by the completion of the middle grades social studies program.

Elementary grades students can begin to deal with conflicting information. As they acquire information about economic life in Latin America, for example, they might find two or more sources with different and conflicting information about the same phenomenon. Under the guidance of teachers, they see such conflicts as opportunities for further research and inquiry.

In the elementary grades students make increasing use of focusing skills as they plan strategies for securing information they need. Additionally, they need to acquire an array of graphic organizers to assist them in storing information for use in problem-solving, decision-making, and planning. Although information is acquired for use rather than simply for storage, students by using devices such as graphic organizers will store essential and often-used information in long-term memory.

## MIDDLE LEVEL SOCIAL STUDIES

Students in grades six, seven, and eight continue to develop their observation and questioning skills as they acquire information. Teachers should guide students in more sophisticated techniques of observation, leading them to construct their own guides for observing various phenomena. For example, middle level students students preparing to view a videotape can independently prepare a guide to enhance their classmates' acquisition of information from the videotape. Similarly, these students can develop quite sophisticated questions to gather information from interviews and surveys.

Middle level students become increasingly proficient in using libraries. They can make frequent use of reference works, books, and periodicals. They should be able to find useful materials on their own with minimum assistance from adults. By the end of the middle level social studies program, students should conduct extensive individual and small-group research projects with confidence.

In the middle grades students increase their sophistication in acquiring information through reading. In addition to print materials, students read a variety of maps: physical, political, climate, resource, population, and so forth. Students use more and more complex graphs, charts, and diagrams as information sources as well. It is in these grades that students should achieve proficiency in the use of computer data bases as sources of information.

Middle level students can deal confidently with conflicting information. As they acquire information about economic life in Western Europe, for example, they might find two or more sources with different and conflicting information about the same phenomenon. With the minimum guidance of teachers, they see such conflicts as opportunities for further research and inquiry.

Middle level students use focusing skills as they plan strategies for securing information they need. Additionally, they employ an array of graphic organizers to assist them in storing information for use in problem-solving, decision-making, and planning. Although information is acquired for use rather than simply for storage, students by using devices such as graphic organizers will store essential and often-used information in long-term memory.

## SECONDARY SOCIAL STUDIES

Secondary students polish observation skills and questioning strategies. They need to be taught and to practice a variety of observation skills: direct observation of phenomena (gained, for example, from attending a city council meeting or visiting an art exhibit) and observation of representations of phenomena (gained, for example, from viewing a televised account of the city council meeting or examining a series of reproductions of the works of an artist). By engaging in both direct and indirect observation, students can be led to gauge differences between the authenticity of the two kinds of observation. Additionally, secondary students employ a variety of notemaking strategies to record their observations: outlining, webbing, T-charts, and an array of graphic organizers. Students' focusing skills should be sufficient to enable them to choose the most useful strategies in any given situation. In the secondary grades students and their teachers need to practice questioning skills to be used in a variety of situations. For instance, students need to acquire the skills of asking questions of reluctant or potentially hostile individuals. They need skill in framing questions to be used in large groups as well as in smaller settings. They need to know how to use the telephone to secure precisely the information they need, and they require skill in writing questions to elicit the information they need.

Secondary school students need to know the general organization of libraries well enough to make use of libraries that are unfamiliar to them. They need the confidence to use an ever-expanding variety of information retrieval systems and to find out how to use systems with which they are unacquainted. In the secondary social studies program students are expected to engage in formal research projects of varying lengths. Such research requires that students have general knowledge of the variety of reference and other works available to them and skill in using them. For any given research assignment, students have and use focusing strategies to conduct research skillfully and efficiently and to record information in appropriate form for use in planning, decision-making and problem-solving.

In the secondary social studies program students read widely from a variety of print sources. In addition to standard reference works and non-text books, students need to acquire social studies information from genre such as poetry, drama, fiction, and primary source documents. As they acquire information from these sources, their teachers need to guide them to expand their reading in order to explore a given topic in depth. For example, students engaged in a study of the Great Depression could be guided to such literary classics as The Grapes of Wrath or to diaries of people who experienced the Great Depression. Reading should include government documents such as laws and policies, census data, and the records of public meetings. Secondary school students continue to read maps, graphs, charts, and diagrams, and increasingly use these forms in order to record information obtained from another form. By the time they finish the secondary social studies program, students need to be confident in their use of a variety of electronic information services including computerized data bases.

Finally, teachers need to engage their students in such frequent and varied information acquisition activities that students have confidence in their own abilities to secure whatever information they need as well as a variety of strategies for securing what they need. This confidence will enable students to respond to a question with words like, "I don't know the answer to your question, but I know how to find it."

## SKILL GOAL II: THE LEARNER WILL USE INFORMATION FOR PROBLEM-SOLVING, DECISION-MAKING, AND PLANNING.

Adults use information for many purposes. In their work lives as well as their personal, social, and civic lives, they most often seek and use information for problem-solving, decision-making, and planning. Adults who are skillful users of information are most likely to make valid decisions, solve problems effectively, and create realistic plans. When confronted with a problem or the need to plan or decide something, they select from among an array of strategies available to them, choosing the two or three they consider most appropriate for the particular need.

As users of information, adults are experienced in so defining problems that alternative solutions suggest themselves and criteria useful for judging the alternatives come quickly to mind. Adults who are good decision-makers have focusing and ordering strategies that equip them to determine what decisions must and indeed can be made in a given situation and the sequence of steps that can be followed in the decision-making process. Finally, competent decision-makers predict consequences of any decisions they make prior to reaching a final decision and, once the decision has been reached, they reflect on the process used to make the decision in order to make equally good or better decisions in the future. Similarly, good planners use focusing, ordering, predicting strategies as they define what plans are to be made, the stages to be followed in creating the plans, predicting the consequences of selecting one component over another, and judging how well the plan actually works once put into place. Once a plan has been created, competent planners reflect on the planning processes they have used as a way of improving the plans they devise.

As they solve problems, make decisions, and plan, adults employ an assortment of information use skills, comparing and classifying pertinent information, analyzing relationships among different kinds of information, recognizing errors in information or determining which information is essential in a given situation. As good planners, problem-solvers, and decision-makers, adults produce new information by inferring and elaborating based on what they already know.

Adults who are good problem-solvers, decision-makers, and planners thus are skilled users of information. They regard information as a commodity to be used rather than stored. Further, they accept problem-solving, decision-making, and planning as vehicles for improving their working lives as well as their personal, social, and civic lives.

## IMPLICATIONS FOR INSTRUCTION

Students gain skill in using information for problem-solving, decision-making, and planning through a sequentially developed program that gives them numerous opportunities to practice, refine, and apply these skills. The instructional sequence for these skills includes (1) presenting a model of the use of the skills; (2) providing several opportunities for students to work through the skills with careful teacher guidance; (3) continuing opportunities for additional practice with increasingly complex variations of the skills in a variety of classroom and community settings; and (4) consistent opportunities to evaluate their own work. Mastery of the skills comes only as the result of practice, continued use, and refinement.

## PRIMARY SOCIAL STUDIES

Young children need first of all to be made aware of the fact that they bring problem-solving, decision-making, and planning skills with them when they first come to school. Teachers and other adults who work with them need to build on these skills as they provide opportunities for children to become progressively better problem-solvers, decision-makers, and planners. Once young children realize that they already know how to solve some problems, they grow in the confidence that they can learn to solve others.

Problem-solving for young children should begin with problems that are real for them and that they can solve. For example, children might address the problem of fighting on the playground or the scarcity of a needed resource such as art supplies. Children can then be led to consider some teacher-suggested alternative solutions to the problem and to suggest some of their own possible solutions. Once several solutions have been suggested, children can evaluate these alternatives by using criteria such as "Which is fairest?" or "Which is easiest to do?". It is important for children's confidence that their solutions to problems are actually implemented. If those solutions do not work, children can then choose another alternative. Adults working with young children must be patient in what might be a lengthy process, but their patience will be rewarded as children gain proficiency in solving problems.

Decision-making for young children, like problem-solving, must begin with decisions that children can realistically make: deciding what games to play or what songs to sing may be a beginning point. In the early childhood setting, children can make individual decisions about which centers to work in. As young children make these decisions, it is the role of the adults working with them to stress consequences of decisions as well as the steps to be followed in the decision-making process. Planning for young children can begin as simply as planning what might be done in free play time and proceed to planning and choosing what materials to use in an art project.

Second and third graders should be led to more formal problem-solving, decision-making, and planning strategies. These children, for instance, might deal with a problem of trash on the playground or in the neighborhood and come up with a solution they are capable of carrying out. They can, given leadership and sufficient practice, make decisions about which are the greatest similarities and differences among their own lives and the lives of children in their parents' and grandparents' generations. Finally, these children are entirely capable of planning activities for the class field day, of suggesting a plan for eliminating a traffic or safety problem in the neighborhood, or of creating a plan for showing their community and North Carolina to a child visiting here from another culture. In all these cases, children should be led to reflect on their work, on the results of their plans and decisions, and on the workability of the processes they used.

In order to arrive at good solutions to their problems, make wise decisions, and create usable plans, children employ an array of skills. They compare potential solutions to problems, for example; they classify information when they look at the pros and cons of planting a class garden or when they choose types of plants for that garden. They might analyze relationships among different kinds of information as they explore relationships between speed limits and traffic accidents in their community. They learn to check the information they use for accuracy. Finally, they infer from what they might already know about a community business to predict what they might learn from an employee of that business or they elaborate on what they know as they describe what games a child in China might play given some basic information about a Chinese family.

Finally, children in the primary grades become better problem-solvers, planners, and decision-makers by practicing. With practice and the sensitive leadership of adults they come to approach problems as opportunities for learning rather than as obstacles. They see problem-solving, decision-making, and planning as important and valuable in their own lives as well as in the lives of adults.

## ELEMENTARY SOCIAL STUDIES

Students in the elementary grades need to practice their skills of problem-solving, decision-making, and planning in a personal, class, and school context as well as in the larger context of suggesting solutions to a problem of pollution of North Carolina's coastal waters, of evaluating the ways political decisions are made by parliamentary governments, or of creating a plan for universal education in a nation like Brazil. Teachers working with students help them realize the differences between plans they can actually put into effect and those they can only suggest. It is essential, though, that problem-solving, planning, and decision-making not be merely theoretical. Unless students actually "live" with their solutions, decisions, and plans, they will have no opportunity to reflect on how well they work.

Students use a number of skills when they solve problems, make decisions, and plan. They might compare information about water pollution in North Carolina, for instance, and classify the sources of pollution as agricultural, industrial, or municipal. They might analyze relationships among information taken from population and resource maps of a region of the United States. They check sources of information for errors and inconsistencies as they compare population growth over a given time period. Given a number of different maps of Canada, they might determine which would be most useful in deciding where a major road might be built. From a description of farming methods in Central America, students might make inferences about the availability of technology. From a description of schooling in Mexico, students might elaborate on the value Mexican society places on individuality or creativity.

Students at the elementary level need to explore alternate ways of presenting their solutions, plans, and decisions, transforming information from one genre to another. They need as well to consider skills in oral, written, and even dramatic presentation as, for example, they present a plan for school beautification to the parent-teacher organization or a plan for recycling to cafeteria staff and school administrators.

Finally, students in grades four and five gain skill in planning, problem-solving, and decision-making through practice. With practice comes proficiency. Unless they have the opportunity to solve real problems, make real decisions, and solve real problems, their "paper" plans will have little effect on their competence and their feelings of self-worth.

## MIDDLE LEVEL SOCIAL STUDIES

Students in the middle grades need to practice their skills of problem-solving, decision-making, and planning in a personal, class, and school context as well as in the larger context of suggesting solutions to a problem of pollution of North Carolina's coastal waters, of evaluating the ways political decisions are made by parliamentary governments, or of creating a plan for universal education in a nation like Nigeria. Teachers working with students help them realize the differences between plans they can actually put into effect and those they can only suggest. It is essential, though, that problem-solving, planning, and decision-making not be merely theoretical. Unless students actually "live" with their solutions, decisions, and plans, they will have no opportunity to reflect on how well they work.

Students use a number of skills when they solve problems, make decisions, and plan. They might compare information about water pollution in Eastern Europe, for instance, and classify the sources of pollution as agricultural, industrial, or municipal. They might analyze relationships among information taken from population and resource maps of Africa. They check sources of information for errors and inconsistencies as they compare population growth over a given time period. Given a number of different maps of Russia, they might determine which would be most useful in deciding where a major road might be built. From a description of farming methods in South Asia, students might make inferences about the availability of technology. From a description of schooling in Japan, students might elaborate on the value Japanese society places on individuality or creativity.

Students in the middle level need to explore alternate ways of presenting their solutions, plans, and decisions, transforming information from one genre to another. They need as well to consider skills in oral, written, and even dramatic presentation as, for example, they present a plan for school beautification to the parent-teacher organization or a plan for recycling to cafeteria staff and school administrators.

Finally, students in the middle grades gain skill in planning, problem-solving, and decision-making through practice. With practice comes proficiency. Unless they have the opportunity to solve real problems, make real decisions, and solve real problems, their "paper" plans will have little effect on their competence and their feelings of self-worth.

## SECONDARY SOCIAL STUDIES

Secondary school students need both real and vicarious opportunities to solve problems, make decisions, and plan. Real planning might involve planning a symposium on a social or political issue and carrying it through to completion and evaluation. Real problem-solving might involve devising a code of conduct for young drivers or for spectators at school events, presenting it to the school staff and administration or to the board of education, putting the code into action, and evaluating its effectiveness as a solution to the problem. Real decision-making might mean studying a public issue in the school or community, deciding on a position in relation to that issue and making the class position known publicly. Vicarious planning might mean constructing an alternate plan for reconstructing the Union following the Civil War or creating a plan for eradicating childhood diseases in a developing nation. Vicarious problem-solving could be done by solving the problem of low voter turn-out or of cleaning up pollution in Eastern Europe. Vicarious decision-making could involve the Senate confirmation of a justice for the Supreme Court or reaching a decision about how the Catholic Church might have dealt more successfully with the challenge of Protestantism in the 16th and 17th centuries.

Secondary students should use an array of skills in problem-solving, decision-making, and planning. They might compare past solutions to problems of pollution with those suggested today or the economic policies of various Presidents of the United States. They classify information as they determine economic, political, and social results of World War II or as they decide whether stated governmental functions are legislative, executive, or judicial. When students examine differing accounts of the same event—for instance a textbook account alongside a diary entry, a series of photographs, a videotape, and an account from an encyclopedia of the Battle of Antietam—they might check for accuracy and analyze relationships among these different forms of information. Students infer as they make predictions about what a seated President might do in a second term or what a changing world balance of power might mean for military spending. They might elaborate on what they know as they use information about life in ancient China to create a poem or short drama.

Finally, secondary students should have confidence in their abilities to make good decisions, to create workable plans, and to solve problems that confront them. They can gain that confidence only through persistent practice in both real and vicarious situations and only with the support and guidance of adults who believe in them and in the importance of coaching them in these essential activities.

## SKILL GOAL III: THE LEARNER WILL DEMONSTRATE SKILL IN SELF-MANAGEMENT AND SOCIAL PARTICIPATION.

Adults skilled in self-management and social participation are sensitive to the motives and feelings of other people. They describe unfamiliar ideas, people, and places accurately without using distorting stereotypes. They are aware of their own cultural attitudes as they encounter cultures unlike their own, and they avoid ethnocentric descriptions and behaviors.

Adults skilled in these areas recognize, analyze, and accept both change and diversity. They are comfortable with the reality that in many social situations it is difficult to arrive at consensus and agreed-upon answers.They realize that human behaviors and institutions change and that they must be able to adapt while being responsible advocates for preferred changes.

Finally, these adults understand that conflict is natural and to be expected, and they possess a number of strategies for dealing with conflicts as they arise. In their interactions with colleagues, friends, and others, they listen carefully and are capable of balancing their own interests and desires with those of others for the good of the whole.

### IMPLICATIONS FOR INSTRUCTION

Students attain the skills of self-management and social participation through a sequentially developed program that gives them numerous opportunities to practice, model, and refine these skills. The instructional sequence includes (1) modeling the skills; (2) observing and listening to students, then coaching them in using the skills; (3) continuing opportunities for students to use these skills in a variety of classroom, school, and community settings; and (4)consistent opportunities for students to evaluate their growth. Students become accomplished in the skills of self-management and social participation only through practice, continued use, and maturity.

### PRIMARY SOCIAL STUDIES

Most young children bring some skills of self-management and social participation with them when they come to school, and it is the responsibility of adults working with them to capitalize on these skills and help students refine them and develop others. Children decrease self-centered perspectives as they take turns in activities, as they see themselves both as individuals and as members of the classroom and school communities, and as they learn to share scarce materials and supplies. These activities increase their sensitivity to the motives and feelings of other people. Adults can model behaviors that will help children reduce stereotyped perspectives and ethnocentric behaviors through sensitive choices of stories to be read and subsequent discussions about the stories as well as through giving children opportunities to interact informally with people different from themselves. For example, some children might bring stereotypes about the elderly or persons of different racial or ethnic groups with them to school. These stereotypes can be dispelled through learning more about people different from the children in the classroom.

Although young children prefer order and certainty, they must learn to deal with both change and uncertainty. In class and small-group discussions, responsible adults can help children sort through their fear of change. Children's literature as well as direct experience can be most useful in helping children deal with the unknown. As children develop it is important that they become comfortable with not knowing certain and unchanging answers for all their questions.

Young children learn to deal with conflict as they learn to share favorite toys, or as they deal with conflicts on the playground. It is the responsibility of adults who work with them to help children develop strategies for dealing with conflict constructively. It is further the responsibility of these adults to help children understand that they must sometimes give up what they want for the good of the whole class.

## ELEMENTARY SOCIAL STUDIES

Students in grades four and five have many opportunities to become aware of the diversity of people in the Western Hemisphere. As they learn about people in our hemisphere, their teachers should engage them in activities that build awareness of their own cultural values and of the values of other cultures. As they analyze the behaviors of people whose lives differ significantly from their own, they should be led to describe people and their lives accurately and without stereotyped judgments. In comparisons of our society and others, students should be led to accurate analyses and dispassionate judgments without indulging in ethnocentrism.

Elementary students study about diverse societies in which change is the norm. As they learn how other societies deal with both change and uncertainty, the students gain perspectives that enable them to deal constructively with the changes and uncertainties in their own lives. Students in grades four and five, through judiciously chosen activities, can become more capable of dealing with uncertainty or ambiguity. They will realize that many of the answers they have for their questions might change as new or different information becomes available. Their teachers can stimulate these learnings through sensitive selection of content and activities.

Finally, students in the elementary grades examine a wide array of conflicts—religious, ethnic, racial, economic, and political— in their study of world regions. By carefully analyzing these conflicts and relating them to their own lives, students can learn much about personal and social conflict and add to their growing array of strategies for dealing constructively with the conflicts in their lives.

## MIDDLE LEVEL SOCIAL STUDIES

Students in grades six, seven, and eight have many opportunities to become aware of the diversity of people in our world. As they learn about people in the Eastern Hemisphere their teachers should engage them in activities that build awareness of their own cultural values and of the values of other cultures. As they analyze the behaviors of people whose lives differ significantly from their own, they should describe people and their lives accurately and without stereotyped judgments. In comparisons of our society and others, students should demonstrate accurate analyses and dispassionate judgments without indulging in ethnocentrism.

Middle level students study about diverse societies in which change is the norm. As they learn how other societies deal with both change and uncertainty, the students gain perspectives that enable them to deal constructively with the changes and uncertainties in their own lives. Students in the middle grades, through judiciously chosen activities, can become more capable of dealing with uncertainty or ambiguity. They will realize that many of the answers they have for their questions might change as new or different information becomes available. Their teachers can stimulate these learnings through sensitive selection of content and activities.

Finally, students in the middle grades examine a wide array of conflicts—religious, ethnic, racial, economic, and political— in their study of regions in the Eastern Hemisphere. Their study of the history of North Carolina as an American State in eighth grade enables them to examine conflicts from the past. By carefully analyzing these conflicts and relating them to their own lives, students can learn much about personal and social conflict and add to their growing array of strategies for dealing constructively with the conflicts in their lives.

## SECONDARY SOCIAL STUDIES

Secondary students examine our own and other societies historically, geographically, and culturally in grades ten and eleven. In grade nine, students analyze the economic, legal, and political frameworks of American society. In each of these studies there are numerous opportunities for students to learn more about the effects of stereotyping and ethnocentrism. For example, students might learn about "interest group" politics or advertising campaigns targeted toward certain racial or ethnic groups in ninth grade, about the ethnocentrism of Chinese in the Middle Kingdom in tenth grade, and about nativistic politics by studying the Know Nothing Party in United States History. As they gain these perspectives, students are able to examine the consequences of stereotyping and ethnocentrism. Their analyses of these consequences will lead them as thoughtful adults to attitudes, values, and behaviors that accept diversity as normal and even desirable.

Through their studies, secondary students learn that change and uncertainty have confronted human societies throughout time and that societies have dealt with change and uncertainty in a variety of ways. Students can, with the guidance of teachers, place in context some of the changes and uncertainties they face in their own lives. Further, by knowing how others have dealt with these phenomena, students can add to their own strategies for dealing constructively with the changes and uncertainties in their own lives. Secondary school students should be entirely comfortable with the tentative nature of many of their answers to questions and should be skilled in withholding judgment until they acquire additional information.

Analyses of past and present societies reveal the persistence of conflict, both individual and collective. By learning how others have resolved conflicts, students might add to their own conflict resolution skills. By learning how others have failed to resolve conflicts short of violence, students may examine the consequences of such failures. These learnings lead them as thoughtful adults to distinguish between battles of ideas or arms that must be joined and those that might be more realistically compromised.

## SKILL GOAL IV: THE LEARNER WILL PARTICIPATE EFFECTIVELY IN CIVIC AFFAIRS.

Skilled participants in civic affairs work well alone and as members of groups. They present their own ideas clearly and concisely and listen carefully to the ideas of others. Upon occasion they express their ideas in writing through letters to the editor or to public officials. They participate in and lead group discussions. They engage in group decision-making and act on the decisions of the group, respecting both majority rule and the rights of the minority. Skillful citizens are sufficiently aware of the rules of parliamentary procedure to express their wishes in public meetings and other large gatherings.

Effective citizens inform themselves about civic affairs from a variety of sources. They participate actively in the political life of their community, state, and nation by examining the records of public officials, by questioning candidates, by participating in campaign activities, and by voting. Some will participate by running for office.

Finally, effective citizens concern themselves with the welfare of their community, state, and nation. They express their concerns in their words and in their actions, displaying a predisposition to volunteer for activities and movements for the betterment of the community.

### IMPLICATIONS FOR INSTRUCTION

Students become skilled in civic participation through a sequentially developed program that gives them numerous opportunities to practice, refine, and model citizenship skills. The instructional sequence includes: (1) presenting models of the use of skills; (2) providing several opportunities for students to work through skills with teacher guidance; (3) continuing opportunities for additional practice with increasingly sophisticated variations of the skills in a variety of classroom, school, and community settings; and (4) consistent opportunities for students to evaluate their own civic behavior. Proficiency in the skills of citizenship comes only as the result of practice, continued use, and refinement.

### PRIMARY SOCIAL STUDIES

Young children need to be taught to work independently and in groups. Adults working with them must structure opportunities for both kinds of work, observe children at work, and provide coaching in appropriate behaviors. It is very important that students have numerous opportunities to be both participants and leaders of groups. Some children may have to be taught to listen to the ideas of others as well as to present their own ideas. Adults working with young children will aim to have children capable of working independently and moving in an orderly manner into focused interactive, cooperative groups by the end of their primary school years.

Young children need experiences in voting on classroom issues and activities as an expression of preference. There are numerous opportunities for children to practice voting in years when there is no general election. Of course, simple mock elections held in election years are highly desirable and might profitably include collecting campaign posters and the like.

Young children are eager to volunteer. Adults working with them need to encourage this voluntarism, coupling children's eagerness with the responsibility to carry through with volunteer commitments. These commitments might range from responsibilities for feeding classroom animals to participating as a team leader in a school beautification project—both responsible positions with real consequences for failure to carry through.

## ELEMENTARY SOCIAL STUDIES

Students in grades four and five build on their skills of working independently and as members of groups. They need to gain practice in working with students they might not themselves choose as partners. Adults who work with students at this level need to provide numerous opportunities for such interactive cooperative working relationships. Elementary students need opportunities for both leadership and participation and practice in both presenting their own thoughts and in listening carefully to others. Students can practice writing skills as they write expressions of their views to student and community newspapers and even to public officials. In the elementary grades students can learn to use simple rules of parliamentary procedure and practice their use in class meetings as well as in student organizations.

Elementary students need experiences in learning about civic affairs. Adults working with them should both stress and model the importance of informed citizenship on a continuing basis. Fifth grade students, for example, might be "ministers without portfolio" for various Latin American nations, keeping clipping files of information from various sources and being responsible for informing their classmates of important events. At this level, class and school elections can approximate real elections with registration procedures, campaigns, and printed ballots. Naturally, students are expected to work with their teachers in general election years to inform themselves about candidates and issues.

Finally, fourth and fifth grade students need opportunities to voluntarily serve their school and their community. Teachers and other adults working with them need to find useful outlets for their energies as they structure in-school as well as out-of-school volunteer programs.

## MIDDLE LEVEL SOCIAL STUDIES

Students in the middle grades build on their skills of working independently and as members of groups. They need to gain practice in working with students they might not themselves choose as partners. Adults who work with students at this level need to provide numerous opportunities for such interactive cooperative working relationships. Middle level students need opportunities for both leadership and participation and practice in both presenting their own thoughts and in listening carefully to others. Students can polish writing skills as they write expressions of their views to student and community newspapers and even to public officials. In the middle grades students should be proficient in the use of common rules of parliamentary procedure and should practice their use in class meetings as well as in student organizations.

Middle level students need experiences in learning about civic affairs. Adults working with them should both stress and model the importance of informed citizenship on a continuing basis. Sixth grade students, for example, might be "ministers without portfolio" for various European nations, keeping clipping files of information from various sources and being responsible for informing their classmates of important events. At this level, class and school elections should approximate real elections with registration procedures, campaigns, and printed ballots. Naturally, students are expected to work with their teachers in general election years to inform themselves about candidates and issues.

Finally, middle level students need opportunities to voluntarily serve their school and their community. Teachers and other adults working with them need to find useful outlets for their energies as they structure in-school as well as out-of-school volunteer programs.

## SECONDARY SOCIAL STUDIES

Secondary students continue to work individually and in groups. Moreover, students in secondary school need to be led to perceive working groups as a basic cornerstone of civic life in our nation. In addition to school groups, students need to examine and reflect on other working groups: student councils, boards of education, church groups, and legislative bodies. As they study these groups, students should be led to examine how coalitions are built and the functions they perform. They should reflect on how majorities interact with minorities and the implications of this interaction for the workings of the larger groups. Finally, they should gain sufficient experience in speaking and in parliamentary procedure to feel at ease as they participate in a variety of groups.

Students need to develop habits of keeping themselves informed about public events and public issues, and teachers need to encourage these habits in a variety of ways. Teachers and schools should seek opportunities for students to involve themselves in public life: as recognized observers in courtrooms and at meetings of school boards and other public bodies, as participants in local government weeks and similar activities designed to introduce students to the public life of their communities. Schools and teachers should make it possible for students to conduct mock elections and to participate as volunteers in political campaigns. Through their instruction and example they should make students aware of the importance of both registering and voting.

Secondary school students should perfect their skills of oral and written expression as they engage in these civic activities, both real and vicarious. Further, these students, their teachers, and others should engage in discourse on issues of civic and public concern.

Finally, students need real opportunities to involve themselves in the civic welfare of their community, state, and nation. Teachers and schools need to focus their attention on the importance of voluntary service and should counsel students in these directions and provide them with realistic opportunities to volunteer for activities and movements for the betterment of the community.

## EXAMPLES OF SKILLS IN THE SOCIAL STUDIES PROGRAM

Students use the four social studies skills as they attain the competency goals at each level of the social studies program. The skills are: information acquisition; information use for problem-solving, decision-making, and planning; self-management and social participation; and civic participation. The general pattern for skill development is (1) presenting a model of the use of the skills; (2) providing several opportunities for students to work through the skills with careful teacher guidance; (3) continuing opportunities for additional practice with increasingly complex variations of the skills in a variety of classroom and community settings; and (4) consistent opportunities for students to evaluate their own work. Mastery of the skills comes only as the result of practice, continued use, and refinement. Although competency goals and measures do not always explicitly address these skills areas, the verbs used in the statements of the goals and objectives direct a variety of skill-building activities throughout the curriculum. Examples of students practicing these skills within the context of social studies content at five levels of the curriculum follow.

Grade Two: Second graders can acquire information about change in their neighborhood (Competency Goal 6) in a variety of ways— interviews with various neighborhood residents, listening to information about the past of the neighborhood garnered from the local public library, examining maps of the neighborhood from different times, examining old photographs and other neighborhood artifacts, and taking a purposefully designed neighborhood walk to observe examples of change. The students can use this information to discuss a neighborhood problem such as pollution, the need for housing, or the need for new services for neighborhood residents. Though second graders cannot themselves solve this problem, they can suggest a variety of solutions and choose the one they think most appropriate. They can engage in vicarious decision-making about a neighborhood issue such as the location of a park or school or the siting of a new industry or business. With the leadership of adults they can create their own plans for the future of the neighborhood by brainstorming their "ideal" neighborhood and listing needed steps for achieving the ideal. Second graders will use skills of self-management and social participation as they interact with people different from themselves in age and experience, as they examine the positive and negative impacts of change in the neighborhood on the lives of people, and as they deal with the uncertainty surrounding future changes. Students' skills of civic participation may be enhanced in this study as they examine how leaders in the neighborhood work to improve the neighborhood and as they themselves participate in efforts to change the neighborhood through clean-up efforts and the like.

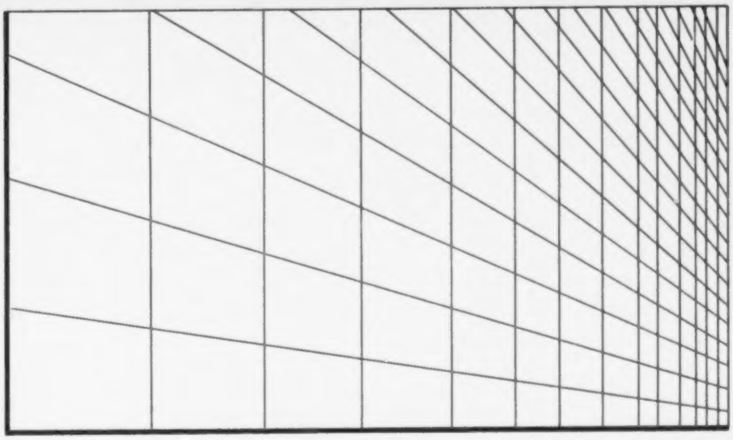
Grade Four: Fourth graders can acquire information about government services in North Carolina (Competency Goal 7) through reading, watching television newscasts, using a variety of library resources, interviewing government workers and citizens, and observing state government at work on the local level through agencies such as transportation, economic development, education, and human resources. They can use this information to solve problems as they learn which agencies might assist them and their families in a variety of ways. Though their problem-solving, decision-making, and planning are likely to be vicarious, they can suggest solutions to problems of how people can meet their needs for good education and good jobs through the political process. They can engage in hypothetical decision-making as they locate the best route for a highway or as they propose legislation to improve schooling, and they can create plans for improving state services to children, for example. As fourth graders learn about how state government serves its citizens they may encounter adults with experiences and life situations considerably different from their own, giving them opportunities to reduce stereotypic and ethnocentric perspectives. They encounter the challenges of change and ambiguity as they learn about changing state circumstances and services and as they learn about the difficulty of reaching solutions for some of the state's more intractable problems. Finally, students' skills of civic participation can be developed as they are led by their teachers to a continuing interest in issues facing the state and as they themselves participate on the local level in appropriate activities to improve the lot of the people of North Carolina.

Grade Six: Sixth grade students can acquire information about the characteristics of people living in Northern Europe (Competency Goal 1) in many ways: through library research, viewing films and videos, examining a variety of maps, interviewing natives of the area, and engaging in pen-pal activities with students their own age living in the nations of Northern Europe. They are able to use this information to suggest solutions to problems, to make decisions, and to create plans related to Northern Europe. For example, as students learn about minorities such as the Lapps or guest workers in Northern Europe, they might explore problems arising due to the differences between these minorities and the larger population. They will make decisions as they evaluate policies of Northern European governments for dealing with their minority populations and compare these policies with policies of the United States. They can plan vicariously as they suggest how a nation like Sweden, for example, might integrate its minorities into the mainstream of Swedish society. Sixth graders' skills of self-management and civic participation are refined as they realize that many societies must deal with issues of diversity and that the minority and majority populations of Northern Europe face both change and uncertainty. Examining changes in the role and status of individuals and groups give students important opportunities to examine issues from the perspective of people different from themselves. Such realizations will enable students to understand that many societies in the world—not just ours—are characterized by diversity, change, and uncertainty. Finally, civic participation skills can be developed as students' awareness of people around the world make them more astute consumers of information, as they become interested in world events outside our own borders, and as they realize such events might have international effects.

Grade Eight: Eighth grade students might acquire information about major personalities of North Carolina and the new nation (Competency Goal 5) from texts, primary source documents, appropriate fictional accounts, artifacts, and even through individual or class field experiences in museums and in the restored homes and workplaces of these individuals. Students are able to use this information as they learn how leaders of the past solved problems, arrived at decisions, and engaged in planning for the future. These learnings will give students historical perspective on their own problems, decisions, and plans—valuable tools for their personal, social, and civic lives. When eighth graders study about such early leaders as James Iredell, George Washington, or Flora MacDonald they have a golden opportunity to examine issues from a variety of perspectives, to examine diverse viewpoints toward political change and political institutions, and to learn how people living long ago faced many of the same uncertainties as they face. Their skills of civic participation might be informed by learning how both George Washington and Flora MacDonald, different as they were, inspired the trust of others. Certainly, the devotion to civic virtue of a variety of early state and national leaders can be powerful examples to a new generation of citizens.

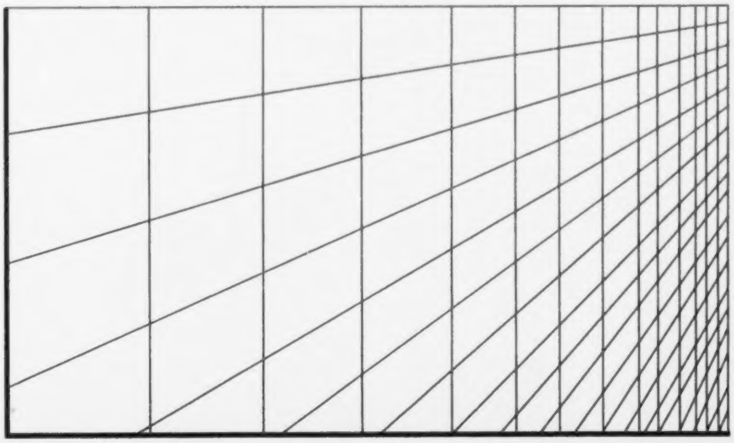
Grade Ten: Students of world studies have many opportunities to polish their skills in social studies. World Cultures students might acquire information about family life in North Africa and Southwest Asia (Competency Goal 2) from film and video documentaries, textbook accounts, appropriate novels, the arts and artifacts of the culture, and by reading translations of secular and sacred works from the culture. They can use this material as they analyze family structure and kinship bonds in Islamic society. In this analysis students might examine how contemporary Islamic families approach problems of aging relatives, how they make decisions about the education of female children, and how they plan for the future of the family unit. Such analysis engages students in examining the problem-solving, decision-making, and planning processes of contemporary Islamic families in comparison with those of Islamic families in earlier times. Such comparisons will enhance students' own problem-solving, decision-making, and planning skills. As students consider family life from the perspectives of various members of an Islamic family, their own perspective-taking skills and their appreciation for human diversity increase. And as they examine Islamic families facing uncertain futures characterized by complexity and change, their own perspectives on change and uncertainty are informed. Finally, as students examine issues of families living in a culture different from their own, they become aware of differences in attitudes toward government and civil authority. Such awareness will enlarge students' understanding of the variety of opportunities for civic participation available to them.

The foregoing descriptions are examples of how social studies skills are linked to the competency goals of the social studies curriculum. Within each competency goal of the curriculum there are abundant opportunities for the practice and refinement of social studies skills. Persons responsible for curriculum development and alignment should monitor the acquisition and refinement of these skills.



# Teacher Handbook Component

## Social Studies



## INTRODUCTION TO THE PRIMARY SOCIAL STUDIES PROGRAM

The social studies program at the primary level introduces children to important concepts and generalizations from history and the social sciences through an integrated study of children and their families, their homes and schools, and the neighborhoods and communities where they live. Studies begin with immediate surroundings familiar to children and proceed deliberately to children and families, homes and schools, and neighborhoods in other environments. Such an approach enables children to build increasingly sophisticated concepts and generalizations and enhances their ability to examine the perspectives of other children in other places and times.

Although young children have little understanding of formal chronology, it is important to include "now and then" concepts and content since family history, local history, the celebration of holidays, and carefully chosen historical case studies can be understood.

As children progress from concrete to more abstract experiences, they begin to develop key concepts from history and the social sciences. As children progress through the primary years they enhance their understanding of concepts drawn from the disciplines of anthropology/sociology, economics, geography, political science, and history.

The primary social studies program is an interactive one: the ways children learn contribute to the depth and quality of their learning. As children acquire and examine information, they are led to make judgments and decisions about social phenomena. As they develop socially, their skills of self-management are enhanced. As they participate in classroom activities and make decisions about real problems and issues, their skills of citizenship and civic participation develop.

# SOCIAL STUDIES

## INTRODUCTION TO KINDERGARTEN GOALS

In kindergarten children begin with a study of themselves and their families, of how they grow and change, and of their similarities and differences. As children acclimate themselves to the classroom and school environment, develop skill in working in groups, and become more individually responsible, they achieve important social studies goals.

In the kindergarten program children develop and refine concepts about themselves and about the family as a basic institution in human society. They come to understand that there are basic needs common to all people. As they learn about children and their families in other environments, they perceive likenesses and differences among people. Finally, they realize that although people have basically the same needs, they may meet these needs in a variety of ways.

As kindergartners listen, work in centers, and observe their world, they acquire information. They use this information to make decisions about their own activities and to plan projects and activities of importance to them. When children in kindergarten practice sharing, taking turns, and working with each other in groups,they are developing skills of self-management necessary for effective social participation. Finally, as children make group choices and engage in simple civic activities such as collecting waste paper or recyclables, they are practicing the skills of civic participation.

Goals in kindergarten are accomplished at various times in a variety of ways as children grow and learn throughout the year. Progress toward the goals is based on the individuality of each child in the context of the entire kindergarten program.

# SOCIAL STUDIES

**GRADE LEVEL: Kindergarten**

**COMPETENCY GOAL 1: The learner will exhibit traits of good citizenship in the classroom and school.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Participate constructively in school and classroom activities. | 1.1.1 | Deliver oral and written messages concerning school events to parents. |
| | | 1.1.2 | Contribute to class or school exhibits. |
| | | 1.1.3 | Share materials with other students in centers and in classroom activities. |
| 1.2 | Participate in democratic decision-making and act in keeping with group decisions. | 1.2.1 | Voice opinions during group time. |
| | | 1.2.2 | Help to make simple classroom rules. |
| | | 1.2.3 | Participate in making class decisions regarding such activities as snack time and abide by the decision of the majority. |
| 1.3 | Assume responsibility in routine activities. | 1.3.1 | Handle materials and tools responsibly. |
| | | 1.3.2 | Assume responsibility for keeping a neat classroom. |
| | | 1.3.3 | Stay in line and move as directed in fire and tornado drills. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 2: The learner will infer that individuals and families are alike and different.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Describe aspects of families. | 2.1.1 | Tell about family members |
| | | 2.1.2 | Role-play activities of family members in the housekeeping and other centers |
| | | 2.1.3 | View a picture of a home in a different culture (e.g., tipi, mud-brick house). Correctly identify it as a house, and compare living in it with living in one's own home. |
| 2.2 | Distinguish likenesses and differences among individuals and families. | 2.2.1 | Compare such phenomena as hair color, size, birthdays of classmates and note similarities and differences |
| | | 2.2.2 | View pictures of family members of classmates and note similarities and differences in such phenomena as family size, ages of family members, etc. |
| | | 2.2.3 | Compare nuclear, single parent, and extended families from pictures and classroom discussions. |
| 2.3 | Compare one's family life with that of another child. | 2.3.1 | View pictures of a child in another culture and compare that child's family life with one's own. |
| | | 2.3.2 | Taste food from another culture and compare it with food one would eat at home. |
| | | 2.3.3 | Listen to a story about a child living in another culture and contribute to a list of "How This Child is Like Me". |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 3: The learner will apply understandings about the social environment to daily situations.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe aspects of the home environment and one's role in that environment. | 3.1.1 | Contribute to a discussion about items needed for the housekeeping center. |
| | | 3.1.2 | Act out various roles in the housekeeping center. |
| | | 3.1.3 | Make a booklet or collage of activities in the home or housekeeping center. |
| 3.2 | Compare appropriate behaviors in home and school environments. | 3.2.1 | Explain why one might need to have "school manners" |
| | | 3.2.2 | Contribute to a class list of "school manners" and contrast with "home manners" |
| | | 3.2.3 | Given a description of a behavior, explain why the behavior is "home" or "school behavior". |
| 3.3 | Demonstrate an understanding of appropriate behavior in different environments. | 3.3.1 | Act responsibly in the school cafeteria. |
| | | 3.3.2 | Dress appropriately for outside play. |
| | | 3.3.3 | Describe appropriate behavior for a school field trip or assembly. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

**COMPETENCY GOAL 4: The learner will apply understandings of authority, responsibility, and justice in a democratic society.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Use established procedures in the classroom and school. | 4.1.1 | Demonstrate the established way to use the media center. |
| | | 4.1.2 | Explain why it is important to have an adult in charge of bus duty. |
| | | 4.1.3 | Enter and leave the classroom using established procedures. |
| 4.2 | Respect persons in positions of authority. | 4.2.1 | Listen to a story about a family, tell what authority parents have, and explain why they have that authority. |
| | | 4.2.2 | Identify desirable personal characteristics for individuals in authority. |
| | | 4.2.3 | Draw a picture of an authority figure and describe what might happen if the person did not have authority. |
| 4.3 | Assume responsibility for one's own actions. | 4.3.1 | Carry out assigned tasks such as cleaning up after art activities. |
| | | 4.3.2 | Respect the belongings of others and take care of one's own belongings. |
| | | 4.3.3 | Accept the consequences of irresponsibility and work toward improvement. |
| 4.4 | Recognize the need for fair rules and laws. | 4.4.1 | Explain the reasons for classroom rules. |
| | | 4.4.2 | Contribute to a list of laws (e.g., traffic laws) that adults must live by. |
| | | 4.4.3 | Construct roads in a sandbox and make appropriate signs. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 4: The learner will apply understandings of authority, responsibility, and justice in a democratic society.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.5 | Analyze classroom problems and suggest fair solutions. | 4.5.1 | Participate in a group discussion about rules and how to organize the block area during clean up. |
| | | 4.5.2 | Explain the rules of a familiar game to another person. |
| | | 4.5.3 | Explain why a limited number of children can work in the art center at one time. |

# SOCIAL STUDIES

**GRADE LEVEL: Kindergarten**

**COMPETENCY GOAL 5: The learner will elaborate on the value of community services.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Recognize examples of community services. | 5.1.1 | On a neighborhood walk or field trip, note examples of community services. |
| | | 5.1.2 | Contribute to a group list of community services. |
| | | 5.1.3 | Contribute to a class booklet about government workers. |
| 5.2 | Summarize jobs performed by community workers. | 5.2.1 | Participate in a field trip to the fire department and contribute to a class list of the jobs performed by firefighters. |
| | | 5.2.2 | Match given community workers with the jobs they perform. |
| | | 5.2.3 | Role-play the work of such community workers as firefighters, police officers, sanitation workers. |
| 5.3 | Identify relationships between community needs and community services. | 5.3.1 | Role-play a community without services and suggest the need for services. |
| | | 5.3.2 | Ask questions of a government worker visiting the school to identify the community needs that worker serves. |
| | | 5.3.3 | In a classroom discussion, brainstorm a list of some community needs not being served and describe how these needs might be served. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 6: The learner will characterize change in different settings.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **6.1** | Describe changes in one's self. | **6.1.1** | Contribute "baby pictures" to a class bulletin board display. |
| | | **6.1.2** | Compare baby pictures and school pictures. |
| | | **6.1.3** | Tell the teacher or class about "things I could do when I was a baby and things I can do now." |
| **6.2** | Identify changes in one's family. | **6.2.1** | View pictures of the same family taken at different times and describe how the family has changed. |
| | | **6.2.2** | Dictate a story about a family change such as birth, death, move, new job. |
| | | **6.2.3** | Role-play a family member getting a new job. |
| **6.3** | Recognize changes in the classroom and school environment. | **6.3.1** | Contribute to booklets that are made and reviewed throughout the school year about special events in the school and classroom (e.g., a hamster is brought into the classroom). |
| | | **6.3.2** | Discuss plans for new centers or changes in room arrangements to meet the changing needs of the class. |
| | | **6.3.3** | Decide with the teachers items chosen to be kept in one's individual folder as a record of the year. |

# SOCIAL STUDIES

**GRADE LEVEL: Kindergarten**

**COMPETENCY GOAL 7: The learner will elaborate on religious and other cultural traditions in the community.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Identify religious and secular symbols associated with famous people, holidays, and special days. | 7.1.1 | During the year, associate symbols of religious and secular holidays with the dates of the holidays. |
| | | 7.1.2 | Contribute to art and craft projects related to famous people and holidays. |
| | | 7.1.3 | Carry out the theme of special days in class activities and in appropriate centers (e.g.,cooking, dramatic play, blocks) throughout the year. |
| 7.2 | Participate in special days that are observed by the class. | 7.2.1 | Ask questions about and discuss customs related to special days. |
| | | 7.2.2 | Make personal cards, dictate stories, and create works of art for special days. |
| | | 7.2.3 | Discuss the observation of special days with appropriate resource people. |
| 7.3 | State reasons for observing special days and religious and secular holidays. | 7.3.1 | Given a famous person whose life is commemorated with a holiday, tell why that person is famous. |
| | | 7.3.2 | Place special days and religious and secular holidays on the classroom calendar. |
| | | 7.3.3 | Describe activities associated with holidays and special days (e.g., fireworks and parades on Independence Day). |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 8: The learner will apply basic geographic concepts.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Locate and describe familiar places in home, classroom, and school settings. | 8.1.1 | Describe where various items are located in the home. |
| | | 8.1.2 | Walk to places in the school without the help of an adult. |
| | | 8.1.3 | Match familiar objects with their appropriate places in the classroom, school, and home. |
| 8.2 | Construct simple maps, models, and drawings of home, classroom, and school settings. | 8.2.1 | Build a model of a house from construction toys. |
| | | 8.2.2 | Draw a picture of one part of the classroom and dictate a story about it. |
| | | 8.2.3 | Dictate a story telling what was observed following a walk around the school. |
| 8.3 | Analyze the functions of places in the home, the classroom, and the school. | 8.3.1 | Use blocks to make a model of a room at home. |
| | | 8.3.2 | Collect two or three items from outside the school building to contribute to a display about the school setting. |
| | | 8.3.3 | Use a diagram of the classroom to record which centers one used during the day. |
| 8.4 | Recognize seasonal changes. | 8.4.1 | Identify and describe the current season and compare it with the other seasons. |
| | | 8.4.2 | Identify articles of clothing to be worn in the different seasons. |
| | | 8.4.3 | Take a nature walk and collect items that represent the season. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 8: The learner will apply basic geographic concepts.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.5 Identify things in the natural environment that are important to oneself. | 8.5.1 Identify warm and cool spots on the playground or school grounds on a hot day. |
| | 8.5.2 Brainstorm a list of reasons why water is important. |
| | 8.5.3 Draw a picture about the out-of-doors and dictate a story describing the picture. |

# SOCIAL STUDIES

## GRADE LEVEL: Kindergarten

## COMPETENCY GOAL 9: The learner will apply basic economic concepts to individuals and families.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Participate in activities that demonstrate the concept of scarcity. | 9.1.1 | Solve problems created when school supplies are scarce (e.g., not enough crayons, scissors). |
| | | 9.1.2 | Identify problems created by the demand for popular toys. |
| | | 9.1.3 | Decide how to distribute ten cookies to twenty children and then distribute the cookies. |
| 9.2 | Distinguish between wants and needs. | 9.2.1 | Create a "shopping list" of things one would like to have and identify which items satisfy basic needs. |
| | | 9.2.2 | Give reasons why "things I want" might not be "things I need". |
| | | 9.2.3 | Categorize selected pictures into "wants" and "needs". |
| 9.3 | Identify different types of work. | 9.3.1 | Act out different kinds of work in the housekeeping center and in the dramatic play area. |
| | | 9.3.2 | Cut out magazine pictures of different jobs. |
| | | 9.3.3 | After a walk around the school, draw pictures showing the jobs of people who work in the school. |
| 9.4 | Participate in activities that require division of labor. | 9.4.1 | After a visit to the school cafeteria, identify the contributions of individual workers to completing the total job. |
| | | 9.4.2 | Use division of labor to accomplish a classroom task (e.g., snack time, clean up). |
| | | 9.4.3 | Engage in a familiar classroom task both with and without division of labor and discuss the differences. |

# SOCIAL STUDIES

**GRADE LEVEL: Kindergarten**

**COMPETENCY GOAL 9: The learner will apply basic economic concepts to individuals and families.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.5 | Identify some uses of money by individuals and families. | 9.5.1 | List items that families purchase. |
| | | 9.5.2 | Use appropriate props to role-play a family shopping trip. |
| | | 9.5.3 | Describe a family shopping trip, mentioning items that were considered but not purchased, and explain why. |

# SOCIAL STUDIES

## INTRODUCTION TO GRADE ONE

In first grade children build on concepts introduced in the kindergarten year as they learn about children, their families, homes and schools in a variety of contexts. They gain important perspectives as they compare their own home and school life with that of children in environments and societies different from their own. They continue to develop skills of group participation and become more individually responsible, thus achieving important social studies goals

By studying home and school life children come to an understanding of the universality of basic human wants and needs. They learn that family and school rules are established for the common good and are a necessary part of group living. In so doing they begin to develop important understandings about the nature of citizenship.

First graders acquire information by listening, working in groups, viewing pictures, films and filmstrips, and television programs. They use this information as they make judgments and decisions about their own activities and as they plan for group and class activities and individual projects. As children participate in group activities, share materials and resources, and work in heterogeneous groups, they practice skills of self-management and group participation. Finally, as first grade children learn to accept majority decisions and engage in activities such as school beautification and recycling, they develop skills of civic participation.

Goals in first grade are accomplished at various times in a variety of ways as children grow and learn throughout the year. Progress toward the goals is based on the individuality of each child in the context of the entire first grade program.

# SOCIAL STUDIES

**GRADE LEVEL: One**

**COMPETENCY GOAL 1: The learner will exhibit attributes of good citizenship in the classroom and school.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Participate constructively in school and classroom activities. | 1.1.1 | Volunteer for school and classroom projects. |
| | | 1.1.2 | Assume responsibility for participating in class plays and other productions. |
| | | 1.2.3 | Contribute to classroom publications and art projects. |
| 1.2 | Participate in democratic decision-making in the classroom. | 1.2.1 | Vote, when appropriate, on classroom activities and issues. |
| | | 1.2.2 | Accept and follow through with majority decisions. |
| | | 1.2.3 | Choose an activity in which to participate and work cooperatively with others. |
| 1.3 | Demonstrate personal responsibility in school activities. | 1.3.1 | Treat others with respect. |
| | | 1.3.2 | Assume responsibility for keeping the classroom neat. |
| | | 1.3.3 | Participate in making classroom rules. |
| 1.4 | Cooperate with and help others in classroom situations. | 1.4.1 | When class members are sick or need help, offer suggestions to aid them. |
| | | 1.4.2 | Exhibit concern for children with physical problems. |
| | | 1.4.3 | Volunteer to assist a classmate who is experiencing difficulty in completing a task. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 2: The learner will infer that individuals and families are alike and different.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Describe the roles of individuals in the family. | 2.1.1 | List roles of family members including child, grandchild, sibling, aunt, and cousin and describe the role of each in the family. |
| | | 2.1.2 | Paint a family portrait and label with the relationship of each member to oneself. |
| | | 2.1.3 | Construct a personal family tree. |
| 2.2 | Distinguish similarities and differences among individuals and families. | 2.2.1 | State ways families may differ including physical appearance, number in family, and type of family unit. |
| | | 2.2.2 | Compare pictures of families and identify similarities and differences. |
| | | 2.2.3 | Create class graphs showing family size and composition. |
| 2.3 | Compare one's own family life with that of a child living in another culture. | 2.3.1 | From stories and pictures of a child in another culture, identify roles of family members and compare to one's own family. |
| | | 2.3.2 | Role-play the daily activities of a child in another culture and compare to one's own. |
| | | 2.3.3 | Taste typical food from another culture and compare it to familiar foods in our own culture. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 3: The learner will analyze important social environments

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Identify social environments in homes and schools. | 3.1.1 | Identify school and home spaces used for eating, resting, play, quiet work. |
| | | 3.1.2 | Given a space in the home or school, describe the activities that occur in the space. |
| | | 3.1.3 | Visit various places within the school and report on their functions. |
| 3.2 | Compare social environments in homes and schools. | 3.2.1 | Discuss the way daily events are organized at home and at school. |
| | | 3.2.2 | Compare the way spaces are used in the home and the school. |
| | | 3.2.3 | Compare the numbers of adults and children at home and at school. |
| 3.3 | Describe and demonstrate appropriate behavior in various environments. | 3.3.1 | Dictate a story or draw a series of pictures depicting appropriate behavior in a number of familiar places. |
| | | 3.3.2 | Role-play appropriate behavior in the classroom, cafeteria, playground, and on the school bus. |
| | | 3.3.3 | Explain why appropriate behavior may differ from place to place (e.g., on the playground, in the classroom). |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice to home and school settings.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Explain why certain individuals have authority. | 4.1.1 | Identify an authority figure in stories being read to the class. |
| | | 4.1.2 | Describe the authority given to specific individuals (e.g., teacher, teaching assistant, school bus driver). |
| | | 4.1.3 | State why there is a need for persons in positions of authority (e.g., the well-being of individuals and groups, the orderliness and protection of the school, classroom, community, home). |
| 4.2 | Predict the consequences of responsible and irresponsible actions. | 4.2.1 | Identify responsible and irresponsible actions in stories such as "Little Red Riding Hood", "The Three Little Pigs", and "The Little Red Hen". |
| | | 4.2.2 | Identify responsible courses of action in a given situation (e.g., playing on the playground, waiting for the school bus). |
| | | 4.2.3 | Suggest responsible action to correct a problem situation and explain why it should be followed. |
| 4.3 | Elaborate on the need to apply rules fairly in the home, school, and community. | 4.3.1 | Cite a classroom or school rule that applies to a specific behavior. |
| | | 4.3.2 | Distinguish among home, school, and community rules. |
| | | 4.3.3 | Role-play rules not being followed and discuss fair ways to enforce them. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 5: The learner will describe relationships between people and their governments.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Identify and elaborate on community services. | 5.1.1 | Contribute to a class list of community services and community workers. |
| | | 5.1.2 | Match pictures of community workers with the services they perform. |
| | | 5.1.3 | Describe why given community services and workers are necessary for the well-being of the community. |
| 5.2 | Distinguish those community services provided by governments. | 5.2.1 | Contribute to a class list of community workers who are government workers and those who are volunteers. |
| | | 5.2.2 | Explain why some workers are paid salaries and others are not. |
| | | 5.2.3 | Given descriptions of services in the local community, indicate those which are provided by government and those which are provided by volunteers. |
| 5.3 | Cite examples of people depending on governments and governments depending on people. | 5.3.1 | Contribute to a class list of ways children and their families depend on government. |
| | | 5.3.2 | Draw pictures or dictate stories depicting how governments depend on people (e.g., to volunteer, to avoid littering). |
| | | 5.3.3 | Role-play situations depicting governments depending on people and people depending on government. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 6: The learner will identify change in different settings.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Describe personal and family changes. | 6.1.1 | Tell the class about changes in one's skills during the year. |
| | | 6.1.2 | Create individual and family timelines with photographs or drawings from birth. |
| | | 6.1.3 | Dictate a story or conduct a role-play depicting individual and family changes (e.g., new sibling, death, move). |
| 6.2 | Recognize and describe changes in the classroom and school during the year. | 6.2.1 | Record important yearly events in a class journal. |
| | | 6.2.2 | Compare samples of writing and art work from the first of the year with those from the end of the year. |
| | | 6.2.3 | Contribute to a class role-play or production on "Changes in our Class and School". |
| 6.3 | Identify and describe changes outside the school environment. | 6.3.1 | Record physical changes in the neighborhood around the school (e.g., new buildings, road construction, agricultural crops). |
| | | 6.3.2 | Draw pictures or dictate stories describing changes in the neighborhood around the school. |
| | | 6.3.3 | Share with the class changes that are important to oneself (e.g., a new governing official, an athletic event one has attended). |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 7: The learner will elaborate on religious and other cultural traditions in the community.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Identify religious and secular symbols associated with famous people, holidays, and special days. | 7.1.1 | Explain why such leaders as George Washington, Abraham Lincoln, and Martin Luther King, Jr. are honored. |
| | | 7.1.2 | Make a collage of customs associated with a given holiday. |
| | | 7.1.3 | Identify symbols associated with various religious holidays and compare how holidays are celebrated by different religious groups. |
| 7.2 | Participate in classroom activities associated with special days and holidays in the community and other countries. | 7.2.1 | Participate in cooking activities related to holidays and special days in our own and other cultures. |
| | | 7.2.2 | Help to decorate a center or a part of the classroom in celebration of a special day in our own and another culture. |
| | | 7.2.3 | Sing songs from our own and other cultures and relate them to holiday observances. |
| 7.3 | Cite reasons for observing special days and religious and secular holidays. | 7.3.1 | Draw and explain a picture related to a holiday or special day. |
| | | 7.3.2 | Listen to stories about various holidays and give reasons for celebrating the holidays. |
| | | 7.3.3 | When given the name of a holiday or special day, give reasons why it is celebrated. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 8: The learner will apply basic geography concepts.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Locate and describe familiar places in the home, classroom, and school. | 8.1.1 | Build a model of a structure near home or school using blocks or construction materials. |
| | | 8.1.2 | Draw a picture of a landmark or geographic feature near one's home or the school. |
| | | 8.1.3 | Describe places that are seen on the way to school from one's own home. |
| 8.2 | Construct simple maps, models, and pictures representing home and school settings. | 8.2.1 | Draw a picture map of one's own room or of one's "ideal" room. |
| | | 8.2.2 | Construct and label a classroom map. |
| | | 8.2.3 | Trace on a school map routes to the media center, cafeteria, and other important locations. |
| 8.3 | Identify the functions of places in homes and schools. | 8.3.1 | On a map of the school note the functions of various places. |
| | | 8.3.2 | Describe the functions of places in the home (e.g., where things are stored, where people sleep). |
| | | 8.3.3 | View pictures of homes in other cultures and identify functions of places in those homes. |
| 8.4 | Analyze patterns of movement between homes and schools. | 8.4.1 | Contribute to a class chart on "How We Travel to School". |
| | | 8.4.2 | Compare the length of time it takes various children to travel between home and school. |
| | | 8.4.2 | Dictate a story summarizing how class members travel between home and school. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 8: The learner will apply basic geography concepts.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.5 | Demonstrate responsibility for the environment in classroom, school, and community settings. | 8.5.1 | Assume responsibility for collecting litter in the school and the community. |
| | | 8.5.2 | List and discuss renewable and non-renewable resources (e.g., trees, oil). |
| | | 8.5.3 | Participate in a school or community recycling program. |

# SOCIAL STUDIES

**GRADE LEVEL: One**

**COMPETENCY GOAL 9: The learner will apply basic economic concepts to home and school.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Participate in activities that demonstrate the concept of scarcity. | 9.1.1 Role-play situations involving scarcity. |
| | 9.1.2 Suggest solutions to the problem of scarce materials in the school. |
| | 9.1.3 Summarize problems created by the demand for a popular toy or natural resource. |
| 9.2 Distinguish between wants and needs. | 9.2.1 Name some things for which the family must spend money and and some things for which the family might choose to spend money. |
| | 9.2.2 Classify pictures of items families might purchase into "wants" and "needs". |
| | 9.2.3 Role-play a shopping trip in the dramatic play area and discuss what is truly needed and what is merely wanted. |
| 9.3 Distinguish between goods and services. | 9.3.1 Brainstorm a list of goods and services. |
| | 9.3.2 Classify selected pictures into "goods" and "services". |
| | 9.3.3 Describe differences between goods and services. |
| 9.4 Know that all families produce and consume goods and services. | 9.4.1 Dictate or write a story about the work of an adult. |
| | 9.4.2 Make a list of the goods and services consumed by one's family in a given time period (e.g., over one day). |
| | 9.4.3 Make a collage of one's own family both consuming and producing goods and services and explain the collage to a classmate or adult. |

# SOCIAL STUDIES

## GRADE LEVEL: One

## COMPETENCY GOAL 9: The learner will apply basic economic concepts to home and school.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.5 | Participate in activities that require division of labor. | 9.5.1 | Role-play different activities of family members in accomplishing a task (e.g., washing and drying dishes, doing yard work, cleaning house). |
| | | 9.5.2 | Participate in a classroom project involving division of labor and describe the results of the project. |
| | | 9.5.3 | Suggest familiar activities that might benefit from division of labor. |
| 9.6 | Identify some uses of money by individuals and families. | 9.6.1 | Name or draw pictures of things that families need money for each week or month. |
| | | 9.6.2 | Purchase items needed by various family members from the classroom store and explain why the purchase was made. |
| | | 9.6.3 | Discuss reasons for saving money and draw a picture or dictate a story describing a game or toy for which one might save. |

# SOCIAL STUDIES

## INTRODUCTION TO GRADE TWO

In second grade children continue to use and reinforce concepts, generalizations and skills introduced in kindergarten and first grade as they learn about their own neighborhood and the neighborhood and communities in which other children live. As the children examine a variety of neighborhoods they recognize the multiple roles of individuals and families. They explore characteristics of local government and deepen their understandings of concepts such as authority, justice, and responsibility. They analyze and evaluate the effects of change and become aware of the diversity of religious and other cultural traditions in neighborhoods. As they examine physical settings and economic activities of neighborhoods, second graders expand their understanding of important social science concepts and generalizations.

As second graders learn about neighborhoods they acquire information in many ways: through listening, viewing, observing their own neighborhoods, and engaging in role plays about neighborhood life. They use this information to make decisions about neighborhoods and their characteristics, to solve problems, and to construct plans for neighborhoods, gaining proficiency in evaluating the usefulness of information for these purposes. Their self-management skills grow as they continue to work in group settings and accept responsibility for their actions. Through appropriate classroom activities and school projects they deepen their understandings of citizenship and their skills of civic participation.

Second grade children accomplish these goals at various times in a variety of ways as they grow and learn throughout the year. Progress toward the goals is based on the individuality of the child in the context of the entire second grade program.

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 1: The learner will exhibit good citizenship in the classroom, school, neighborhood, and community.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Identify and describe attributes of good citizenship. | 1.1.1 | Brainstorm a list of actions of good citizens. |
| | | 1.1.2 | Create "good citizenship badges" for students using appropriate descriptive words. |
| | | 1.1.3 | Complete the sentence, "I was a good citizen when I..." |
| 1.2 | Demonstrate good citizenship in classroom and school actions. | 1.2.1 | Cooperate with adults and children in school or class activities. |
| | | 1.2.2 | Share and take turns using play areas and classroom materials. |
| | | 1.2.3 | Follow established rules for respecting and protecting personal and public property. |
| 1.3 | Compare good citizenship in the classroom and school to neighborhood and community citizenship. | 1.3.1 | Give examples of good citizenship in the classroom, school, home and neighborhood or community. |
| | | 1.3.2 | Make posters showing the actions of good citizens in the school, home and neighborhood or community. |
| | | 1.3.3 | Classify the following responsible actions of citizens as being in the school (S) and neighborhood or community (N) or both (B) and make statements summarizing good citizenship in the school compared to good citizenship in the neighborhood.<br>1. Picking up litter along the road.<br>2. Keeping in line in the cafeteria.<br>3. Asking permission before borrowing another student's pencil.<br>4. Collecting newspapers from a neighbor to recycle.<br>5. Playing on the playground without fighting. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 2: The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Distinguish similarities and differences between oneself and other family members. | 2.1.1 | Using pictures of one's own family, make a list of common physical characteristics. |
| | | 2.1.2 | Interview family members and ask questions to elicit a variety of information (e.g.,height, weight, hair, eye and skin coloring, hobbies, favorite foods, and favorite colors of each). |
| | | 2.1.3 | Using data collected from the family interviews, complete and explain a comparison chart. |
| 2.2 | Describe similarities and differences among families in different neighborhoods and communities. | 2.2.1 | After viewing pictures of or hearing a story about a child living in another culture, describe similarities and differences between that child and oneself. |
| | | 2.2.2 | Draw a picture or series of pictures showing similarities and differences between oneself and a child living in another culture. |
| | | 2.2.3 | Collect pictures of children from a variety of neighborhoods and communities and complete collages entitled "Ways We Are Alike" and "Ways We Are Different". |
| 2.3 | Distinguish similarities and differences among institutions in different neighborhoods and communities. | 2.3.1 | List and group institutions (e.g., banks, schools, businesses, places of worship, homes) in the neighborhood or community as public or private places. |
| | | 2.3.2 | Describe and compare the functions of familiar neighborhood institutions. |
| | | 2.3.3 | Compare the institutions of one's own neighborhood with those of a neighborhood that is larger or smaller or in a different culture. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

**COMPETENCY GOAL 3: The learner will analyze multiple roles in families, work places, neighborhoods, and communities.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Identify multiple roles performed by children in their families, schools, and neighborhoods. | 3.1.1 | List the groups to which students belong. |
| | | 3.1.2 | Describe the roles students perform in the following groups: classroom, school, home, neighborhood or community. |
| | | 3.1.3 | Draw pictures or construct web charts to represent the multiple roles of children. |
| 3.2 | Describe multiple roles performed by children in other neighborhoods and communities. | 3.2.1 | From a story, video, or pictures about a child in another neighborhood, list the multiple roles that child performs. |
| | | 3.2.2 | Describe how one's own roles are similar to or different from the roles of children in other neighborhoods or communities. |
| | | 3.2.3 | After comparing one's own roles with those of a child in another community, state which roles are preferred and explain why. |
| 3.3 | Describe multiple roles performed by adults in neighborhoods and communities. | 3.3.1 | Create hats or costumes representing roles performed by adults. |
| | | 3.3.2 | Make a collage or web chart illustrating the multiple roles performed by adults. |
| | | 3.3.3 | Choose two or three roles performed by adults and elaborate on them. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Suggest and justify rules and laws for neighborhoods and communities. | 4.1.1 | State the purposes and cite the usefulness of traffic lights, stop signs, and speed limits in the neighborhood or community. |
| | | 4.1.2 | Explain reasons for laws (e.g., leash and immunization laws for dogs, litter laws). |
| | | 4.1.3 | Propose laws for an imaginary neighborhood or community and explain and justify those laws to another. |
| 4.2 | Suggest the consequences of not obeying rules and laws. | 4.2.1 | Respond appropriately to a question such as, "What might happen if a driver exceeds the speed limit?" (e.g., possible harm to self and others, getting caught). |
| | | 4.2.2 | Identify logical consequences of adults disobeying rules and laws. |
| | | 4.2.3 | Given a law (e.g., no littering, leash and immunization laws), give reasons for abiding by the law (e.g., personal safety and the safety of others, the public good, fear of punishment). |
| 4.3 | Describe the basic authority given to local elected officials. | 4.3.1 | List and describe in general terms the jobs done by selected local officials. |
| | | 4.3.2 | Engage in role-plays to demonstrate the duties of local officials. |
| | | 4.3.3 | Match a list of duties with the job titles of elected officials in the neighborhood or community. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.4 | Identify examples of responsible participation in neighborhoods and communities. | 4.4.1 | From a role-play or pictures, identify examples of children participating responsibly in the community. |
| | | 4.4.2 | Analyze a simple case study of irresponsible actions and suggest responsible actions to replace them (e.g., neighbor ignoring leash law, neighbor dumping trash). |
| | | 4.4.3 | Respond to questions such as: "Choose examples of adults acting responsibly. Explain why."<br>a. Voting<br>b. Littering<br>c. Stopping at stop signs<br>d. Burning trash carefully<br>e. Letting dogs run loose in town |
| 4.5 | Evaluate fair and unfair procedures for dealing with neighborhood and community problems. | 4.5.1 | Respond with "Fair" and "Not fair" to a list of hypothetical laws such as "Only persons with red hair may live here" or "All men must cut grass on Monday afternoons" and suggest reasons why the hypothetical laws are fair or not fair. |
| | | 4.5.2 | Change an example of an unfair or unjust law to make it more fair or just. |
| | | 4.5.3 | Given an unfair way of dealing with a problem (e.g., punish all students for the misbehavior of a few, arrest all drivers in order to catch those who drive unsafely), suggest procedures that are more fair. |

# SOCIAL STUDIES

**GRADE LEVEL: Two**

**COMPETENCY GOAL 4: The learner will apply the concepts of authority, responsibility, and justice to democratic societies.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **4.6** | Distinguish aspects of the justice system evident in neighborhoods and communities. | **4.6.1** | List neighborhood or community workers who are part of the justice system. |
| | | **4.6.2** | Role-play responses to "You are..." prompts (e.g., "You are a judge. Show us three things about your job."). |
| | | **4.6.3** | Complete "What if..." statements involving responsibilities of officials of the justice system (e.g., "What if there were no police to direct traffic at the State Fair?"). |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 5: The learner will evaluate relationships between people and their governments.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Identify government bodies and explain their functions in neighborhoods. | 5.1.1 | List government bodies in the local neighborhood or community. |
| | | 5.1.2 | Write stories about government bodies explaining their duties (e.g., "The job of the sanitation department is..."). |
| | | 5.1.3 | Match government bodies with descriptions of their functions. |
| 5.2 | Cite examples of the elective process in the community. | 5.2.1 | Identify candidates for local government positions. |
| | | 5.2.2 | State that a polling place is where adults go to vote on election day and identify the polling place in one's own neighborhood. |
| | | 5.2.3 | Distinguish political signs and commercials from other advertisements. |
| 5.3 | Analyze how individuals and families depend on government services and how local governments depend on the support of citizens. | 5.3.1 | Create a list of government services from which everyone benefits. |
| | | 5.3.2 | Describe what the community might be like without government services. |
| | | 5.3.3 | Explain how citizens can help government workers in neighborhoods or communities (e.g., obeying leash laws, not littering, participating in community watch programs, using ZIP codes). |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 5: The learner will evaluate relationships between people and their governments.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.4 Identify examples of tax money being used in neighborhoods and communities. | 5.4.1 Create a list of ways tax money is used.<br>5.4.2 Using a list such as the following, distinguish between tax supported and non-tax supported activities in the neighborhood or community:<br>a. building roads<br>b. paying for haircuts<br>c. building parks and playgrounds<br>d. paying for schools and hospitals<br>e. building clothing stores<br>5.4.3 Explain how selected services would be affected if they were not supported by taxes (e.g., education, road building, care of the elderly). |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 6: The learner will evaluate change in neighborhoods and communities.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Identify examples of change in neighborhoods. | 6.1.1 | From "long ago" and "now" pictures or oral or descriptions of the neighborhood or community, identify changes that have occurred. |
| | | 6.1.2 | Keep a class journal about the local neighborhood or community and list important changes throughout the year. |
| | | 6.1.3 | Use the local newspaper regularly to identify community changes and keep clipping files of various kinds of community changes (e.g., political, economic). |
| 6.2 | Analyze the effects of change in a given neighborhood or community. | 6.2.1 | Identify positive and negative effects of change in the neighborhood or community. |
| | | 6.2.2 | Classify neighborhood changes as short-term or long-term. |
| | | 6.2.3 | Identify a recent or proposed community change and give reasons to support or oppose the change. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 6: The learner will evaluate change in neighborhoods and communities.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Predict logical future changes. | 6.3.1 Speculate on possible future changes (e.g., forest and water resources, air quality, schools, hospitals, population, transportation) in the community and how these changes might affect the community. |
| | 6.3.2 Draw pictures depicting community life in the past and present and predicting what community life may be like in the future. |
| | 6.3.3 View appropriate pictures and make a list of ways a community would change if one of the following were built:<br>a. a new shopping center<br>b. a new school<br>c. a new highway<br>d. a new amusement park |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Identify religious and secular holidays observed in neighborhoods and communities. | 7.1.1 | Identify religious holidays celebrated by families. |
| | | 7.1.2 | Describe customs related to specific religious holidays. |
| | | 7.1.3 | Explain why holidays such as Independence Day are celebrated. |
| 7.2 | Interpret religious and secular symbols used in neighborhoods and communities. | 7.2.1 | Given a collection or list of symbols, state whether each is religious or secular. |
| | | 7.2.2 | Compare similar or equivalent symbols of various religions. |
| | | 7.2.3 | Identify and elaborate on religious symbols from a collection of pictures. |
| 7.3 | Elaborate on patriotic symbols and observances. | 7.3.1 | Explain reasons for public holidays and other patriotic observances. |
| | | 7.3.2 | Write and illustrate a story about the observance of a patriotic holiday in the local community. |
| | | 7.3.3 | From a collection of holiday pictures, choose those associated with public holidays and patriotic observances. |
| 7.4 | Identify selected famous people in history. | 7.4.1 | Compile a list of people for whom towns, streets, parks, schools, and public buildings near one's neighborhood or community were named. |
| | | 7.4.2 | Describe the careers of persons for whom public holidays or observances are celebrated. |
| | | 7.4.3 | Write an illustrated story or create a drama about the life of a famous person. |

# SOCIAL STUDIES

**GRADE LEVEL: Two**

**COMPETENCY GOAL 8: The learner will apply basic geographic concepts and terminology.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Describe uses of maps and globes. | 8.1.1 | Explain why maps and globes are used. |
| | | 8.1.2 | Compare maps and globes and describe the uses of both. |
| | | 8.1.3 | Use simple map symbols and legends. |
| 8.2 | Use geographic terms to describe landforms, bodies of water, weather, and climate. | 8.2.1 | Identify landforms and bodies of water and climatic and weather features in the neighborhood or community. |
| | | 8.2.2 | Classify selected terms as landforms, bodies of water, and climatic and weather features (e.g., pond, peninsula, ocean, island, river, mountain, temperate, tropical, cloudy, sunny, wet). |
| | | 8.2.3 | Write descriptions of places depicted in pictures using geographic terms as descriptors. |
| 8.3 | Identify indigenous vegetation and animal life in neighborhoods. | 8.3.1 | Classify plants as trees, flowers, and grasses. |
| | | 8.3.2 | Identify mammals, insects, and reptiles native to the area. |
| | | 8.3.3 | Match names of plants and animals with pictures or descriptions of them. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 9: The learner will apply geographic themes to neighborhoods.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Identify the absolute and relative location of neighborhoods. | 9.1.1 Use a neighborhood or community map to locate such places as one's home, the home of a friend, the school, a shopping area, a church. |
|  | 9.1.2 Describe the location of several places in the neighborhood relative to one's home or school. |
|  | 9.1.3 Complete one of the following statements:<br>a. "Our neighborhood is in a good location because...."<br>b. "Our neighborhood is not in a good location because...." |
| 9.2 Compare physical and human characteristics of neighborhoods. | 9.2.1 Create a neighborhood map showing physical characteristics. |
|  | 9.2.2 On a neighborhood map locate such human characteristics as churches, schools, small neighborhood areas, parks, shopping areas, homes of class members. |
|  | 9.2.3 Write and illustrate a "tourist brochure" for the neighborhood describing its physical and human characteristics. |
| 9.3 Analyze human-environment interaction in the local and other neighborhoods. | 9.3.1 List ways people can change the physical environment. |
|  | 9.3.2 Classify ways people change their environment as positive, negative, or neutral and explain the classifications. |
|  | 9.3.3 From a description of a neighborhood in another area or culture, describe how people have changed the physical environment and classify those changes as positive, negative, or neutral. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 9: The learner will apply geographic themes to neighborhoods.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.4 | Identify means and methods of human movement in the local and other neighborhoods. | 9.4.1 | Sketch and label a diagram or map of major transportation routes within the community and between the community and other places. |
| | | 9.4.2 | Draw pictures showing the movement of people, goods, and ideas within the local community and between the community and other areas. |
| | | 9.4.3 | From interviews or old photographs collect information on how people, goods, and ideas moved within the community in the past. |
| 9.5 | Identify the extended regions of the local neighborhood and compare to regions of other neighborhoods. | 9.5.1 | Make a list of the political regions within which the local community is located (e.g., school district, township, town, city, county, state, nation). |
| | | 9.5.2 | Compare the characteristics of one's own region with another region studied or visited. |
| | | 9.5.3 | Write a story describing the ideal region in which to live. Explain reasons for selecting that region. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 10: The learner will apply basic economic concepts to neighborhoods.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.1 Identify examples of scarcity in neighborhoods. | 10.1.1 Using appropriate pictures, discuss resources which might be scarce in the local neighborhood or community as well as in others. |
| | 10.1.2 State reasons why specific goods and services are scarce. |
| | 10.1.3 Suggest substitutes for scarce resources. |
| 10.2 Distinguish between wants and needs. | 10.2.1 Brainstorm a list of goods and services in the local community and classify them into those which satisfy wants and those which satisfy needs. |
| | 10.2.2 In a discussion of solving neighborhood problems or improving the neighborhood, state which solutions or improvements satisfy wants and which satisfy needs. |
| | 10.2.3 Compile a list of community needs and rank them in order of necessity. |
| 10.3 Define income and identify different sources of income in neighborhoods. | 10.3.1 Define income as the money coming into a family that is used to meet the family's wants and needs. |
| | 10.3.2 List examples and sources of income in the local community. |
| | 10.3.3 From interviews and articles from old newspapers, determine how the community's sources of income have changed over time. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 10: The learner will apply basic economic concepts to neighborhoods.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.4 Explain the use of money as a means of exchange. | 10.4.1 Make a list of common incidences of money being exchanged for goods and services and create a role-play from the list. |
| | 10.4.2 Role-play incidences of bartering for goods and services. |
| | 10.4.3 Suggest reasons why money rather than barter is most often used for exchange. |
| 10.5 Distinguish between goods produced and services provided in neighborhoods. | 10.5.1 Using a list of local community businesses, classify them as providing goods or services or both. |
| | 10.5.2 Match the titles of workers with the goods or services each provides. |
| | 10.5.3 Create a collage or web chart showing the goods or services from a community business and their effects on the welfare of the community. |

# SOCIAL STUDIES

## GRADE LEVEL: Two

## COMPETENCY GOAL 11: The learner will evaluate the uses of economic resources in different neighborhoods.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.1 Identify economic resources in neighborhoods. | 11.1.1 List economic resources observed on a walking tour of the neighborhood. |
| | 11.1.2 Create a booklet, a collage, or contribute ideas and materials to a bulletin board display of "Economic Resources in Our Neighborhood". |
| | 11.1.3 From pictures of a neighborhood, identify its economic resources. |
| 11.2 Describe the use of economic resources in neighborhoods. | 11.2.1 Prepare a news report on how the economic resources of the local neighborhood are used. |
| | 11.2.2 Explain why the economic resources of the local community are used as they are. |
| | 11.2.3 Compare the use of economic resources in the local community with their use in another community. |
| 11.3 Analyze the changing uses of a neighborhood's economic resources and predict logical future changes. | 11.3.1 From old and current photographs of the local community, note pertinent changes in the use of economic resources. |
| | 11.3.2 Contribute to a list or classroom bulletin board depicting some things that should not be changed in the local community. |
| | 11.3.3 Draw pictures, prepare role-plays, or create stories suggesting how the community's use of economic resources might change in the future. |

# SOCIAL STUDIES

## INTRODUCTION TO GRADE THREE

The third grade study is designed to increase children's understandings about community life in a variety of contexts. In this study children compare aspects of their own and other familiar communities with those of other cultures and times. They are made aware of some of the relationships between ways of living, the physical environment, and human traditions. They are introduced to problems confronting communities, the groups interested in these problems, and the ways communities seek to solve their problems. They study basic relationships among communities — how they may be combined to form larger political units, and how they may be linked together by cultural heritage and geographic and economic ties.

Through studies concerned with communities in similar and different patterns of community living, children begin to gain understandings about citizenship in other cultures, the religious and cultural traditions of others, economic activities in differing societies, and the lives of families and children in a variety of settings. These settings should include Africa, Asia, Europe, and Latin America as well as the United States and North America. In each unit of instruction, at least one other culture is examined for purposes of finding similarities and differences in institutions and ways of living.

The program at this level is also concerned with how and why communities change. Awareness of change enables children to perceive that while all societies change, they do not necessarily change at the same rate. Children learn as well that each society has certain institutions and traditions that bind it together and give it continuity. By examining community life in the past, children are made aware of the cultural, political, and economic factors that help bind communities together in time. Time periods considered for these purposes should include the colonial and Pre-Civil War periods, the period around 1900 (approximately one hundred years ago), and the 1940's and 1950's (or the time when children's grandparents were children). In each unit of instruction, at least one other time period is examined for purposes of finding similarities and differences in institutions and ways of living.

As students learn about communities they become increasingly adept at using information gathering and processing skills. They become more skillful decision makers. As they enlarge their understanding of communities different from their own they become more accepting of diversity and develop constructive attitudes toward change and uncertainty. By engaging in appropriate and carefully structured classroom and school activities they grow in their capacities as young citizens.

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 1: The learner will exhibit good citizenship in the classroom, school, and community.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Identify attributes of good citizenship. | 1.1.1 | Brainstorm a list of actions or attributes of good citizens. |
| | | 1.1.2 | Create a collage or web chart showing important attributes of good citizens. |
| | | 1.1.3 | Write a description of a good citizen. |
| 1.2 | Cite skills of good citizenship. | 1.2.1 | Identify habits such as following classroom and school rules, taking turns, gathering information before making up one's mind, cooperation and compromise, and abiding by majority decisions as skills of good citizenship. |
| | | 1.2.2 | Complete a chart showing good citizenship in the classroom, in the school, on the playground, and in the community. |
| | | 1.2.3 | Create a role-play or drama to demonstrate the skills of good citizenship. |
| 1.3 | Distinguish between school and community citizenship. | 1.3.1 | From a list of behaviors, distinguish behaviors of school citizenship from those of the community. |
| | | 1.3.2 | Make a collage or write a paragraph contrasting good citizenship in the school with good citizenship in the community. |
| | | 1.3.3 | Role-play a dialogue between a good adult citizen and a good student citizen of the school. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

**COMPETENCY GOAL 2: The learner will infer that individuals, families, and communities are and have been alike and different.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Distinguish similarities and differences among children at different times and in different places. | 2.1.1 | Make a chart comparing one's own life habits and experiences with those of a child living in the colonial or pre-Civil War period. |
| | | 2.1.2 | Conduct a role-play, create a collage, or write a story comparing one's own school life with that of a child of the same age living in another society (e.g.,Africa or Latin America). |
| | | 2.1.3 | After receiving information about a child living in the colonial or pre-Civil War period, draw a picture or write a story comparing that child with oneself. |
| 2.2 | Analyze similarities and differences among families in different times and in different places. | 2.2.1 | After hearing a story or viewing a video or filmstrip about a family in colonial North America or during the pre-Civil War period, list similarities and differences between that family and one's own. |
| | | 2.2.2 | Make a chart or collage summarizing similarities and differences between a family in the local community and a family in another society (e.g., Africa, Latin America). |
| | | 2.2.3 | Create a role-play of a conversation between one's own family and a family living in another time or place. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 2: The learner will infer that individuals, families, and communities are and have been alike and different.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.3 | Assess similarities and differences among communities in different times and in different places. | 2.3.1 | Interview a child or adult who has moved to the community from another place and draw a picture or make a chart showing similarities and differences between the communities. |
| | | 2.3.2 | After receiving information about a community in another society, compare that community with the local community using criteria such as government, schooling, recreation, economic life, climate, and transportation. |
| | | 2.3.3 | Write a story comparing community holiday celebrations in the colonial or pre-Civil War periods with today's celebration of holidays such as Thanksgiving or Christmas. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 3: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Distinguish among the economic, political, and social roles of children and adults. | 3.1.1 | Identify the economic, political, and social roles of a child. (Note: economic roles might include consumer, worker in home and school, producer of a service such as cleaning the chalkboard or carrying out trash; political roles might include being a good school citizen, following rules and laws, voting in class elections; social roles might include family member, school class member, play group member.) |
| | | 3.1.2 | Describe the economic, political, and social roles of each member of a family. |
| | | 3.1.3 | Construct a chart or conduct a role-play comparing the economic, political, and social roles of children and adults. |
| 3.2 | Describe roles performed by children and adults in communities studied. | 3.2.1 | Identify the various roles of a child living in the past (e.g., 1900, the 1940's and 1950's). |
| | | 3.2.2 | Role-play a child of the past (one hundred years ago, fifty years ago) performing economic, political, and social roles. |
| | | 3.2.3 | After receiving information about a family living in a community different from one's own (e.g., Asia, Europe), explain role performance in that family and in one's own. |

# SOCIAL STUDIES

**GRADE LEVEL: Three**

**COMPETENCY GOAL 3: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.3 | Clarify the roles of children and adults in communities that differ from one's own in time and place. | 3.3.1 | After learning about a family living one hundred years ago, list the responsibilities of children and adults and compare them with responsibilities of children and adults today. |
| | | 3.3.2 | After receiving information about a family living in another culture (e.g., Asia, Europe), compare the roles of adults and children with similar roles in our own culture. |
| | | 3.3.3 | Construct a collage, chart, or role-play that delineates the roles of children and adults in another culture and compares these roles with familiar ones. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice in a democratic society.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Cite the need for persons in positions of authority and judge the privileges and limitations of such positions. | 4.1.1 | Given a position of authority (e.g., mayor, teacher, police officer, President), explain why that position is needed. |
| | | 4.1.2 | Given positions of authority in a community, describe the privileges and limitations of each (Privileges: mayor conducts city council meetings, represents the city. Limitations: mayor must abide by the laws, must run for re-election). |
| | | 4.1.3 | Compare the privileges and limitations of a position of authority and decide whether they balance. |
| 4.2 | Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior. | 4.2.1 | Classify pictures or simple case studies into categories of responsible and irresponsible behavior and role-play responsible behaviors to replace irresponsible ones. |
| | | 4.2.2 | Role-play some consequences of not obeying rules and laws. |
| | | 4.2.3 | Construct a collage or bulletin board display showing the positive results of obeying rules or laws. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice in a democratic society.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.3 | Suggest fair ways of distributing benefits and burdens. | 4.3.1 | Distinguish between the benefits and burdens of both children and adults (For example—Benefits for children: playground space and time, new toys, television viewing time. Benefits for adults: good jobs, leisure time, more money, gifts. Burdens for children: punishment for breaking rules, having a set bedtime, not being allowed to play with friends. Burdens for adults: bills to pay, taxes, responsibilities). |
| | | 4.3.2 | Given a hypothetical benefit to the class (e.g., playground equipment, a gift of money) or to the community (e.g., a money to build a new park or library), suggest ways of fairly distributing the benefit and decide which is most fair. |
| | | 4.3.3 | Given an example of a burden to the class or community (e.g., limited playtime, collecting litter), suggest ways of fairly distributing the burden and decide which is most fair. |
| 4.4 | Evaluate procedures for dealing with problems and conclude which are more just. | 4.4.1 | Given pictures or simple case studies of people dealing with problems, identify fair and unfair ways of dealing with problems. |
| | | 4.4.2 | Role-play fair procedures for dealing with children's problems at school. |
| | | 4.4.3 | Given a problem situation in the community (e.g., dogs running loose, litter), suggest ways of dealing with the problem and decide which is most fair. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 4: The learner will apply concepts of authority, responsibility, and justice in a democratic society.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.5 Elaborate on selected aspects of the justice system. | 4.5.1 Distinguish between arrest and conviction and identify important officials involved with both procedures.<br>4.5.2 After a field trip or visit by a justice official, list the duties of the official.<br>4.5.3 Describe what happens in a courtroom or simulate a simple trial. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

**COMPETENCY GOAL 5: The learner will evaluate relationships between people and their governments.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Distinguish between government and non-government bodies in the community. | 5.1.1 | Given a list of community bodies (e.g., police or sheriff's department, city or county governing body, Boys Scouts, Garden Club, NAACP), categorize as government and non-government bodies. |
| | | 5.1.2 | Given information about a community in the colonial or pre-Civil War period, list and distinguish among government and non-government bodies. |
| | | 5.1.3 | Write a story or construct a chart depicting some activities of government or non-government bodies in the community. |
| 5.2 | Summarize the elective process in the community and distinguish between elected and appointed officials. | 5.2.1 | Define terms such as polling place, ballot, candidate, campaign and use these terms and others as needed in a classroom mock election. |
| | | 5.2.2 | Make a timeline showing what happens throughout a campaign and election. |
| | | 5.2.3 | Given a list of local officials, distinguish those who are elected from those who are appointed. |
| 5.3 | Analyze how individuals and families depend on government services and how governments depend on their citizens. | 5.3.1 | List some government services that are important to everyone and draw pictures or make a collage showing how people depend on these services. |
| | | 5.3.2 | Explain how such citizen activities as Community Watch help governments do their work. |
| | | 5.3.3 | Write a story about how local governments need children and adults to help in specific ways (e.g., disposing of wastes, caring for animals). |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 5: The learner will evaluate relationships between people and their governments.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.4 | Give examples of and cite the need for taxes. | 5.4.1 | Define the term "tax", give examples of taxes, and cite reasons for taxes. |
| | | 5.4.2 | Categorize a collection of pictures of services in the community into "Paid for by Taxes" and "Not Paid for by Taxes". |
| | | 5.4.3 | Interview a local government official to find out how tax monies are collected and spent in the local community. |
| 5.5 | Identify the political subdivisions in which one lives. | 5.5.1 | On a map of North Carolina locate the county and municipality (if appropriate) in which one lives. |
| | | 5.5.2 | On a map of the United States locate North Carolina and the general vicinity in which one lives. |
| | | 5.5.3 | Complete this sentence correctly: "I live at (address) in/near (municipality) in (county) in (North Carolina) in (the United States). |
| 5.6 | Summarize how governmental services and activities have changed over time. | 5.6.1 | After visiting a restored one-room schoolhouse or hearing a story about going to school in such a facility, list differences between schooling in the two time periods. |
| | | 5.6.2 | After a visit from an older community resident, compare such phenomena as schooling, transportation, health care, and recreation of today with the times described by the visitor. Suggest the role of the government in such changes. |
| | | 5.6.3 | Construct a collage or web chart depicting the changing role of government in health care, transportation, recreation, and education. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 6: The learner will evaluate change in different settings.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Identify and analyze changes which have occurred in communities in different settings. | 6.1.1 | Use pictures or maps of the same community from different time periods to identify changes that have occurred. Suggest reasons for the changes. |
| | | 6.1.2 | After receiving information about a group of people (e.g., women, racial or ethnic minorities) at different time periods, analyze changes that have occurred in their lives. |
| | | 6.1.3 | After receiving information about a changing community in another society (e.g., Asia, Europe), categorize community changes as economic, political, or social. |
| 6.2 | Assess the impact of change on the lives of people in communities studied. | 6.2.1 | Given information about a change such as the Civil War, construct a role-play to suggest how a change might affect children living through the change. |
| | | 6.2.2 | Given a local change such as an election or the building of a shopping center, write a story to suggest how the change might affect the lives of children and adults. |
| | | 6.2.3 | Given information about change in the life of a family living in another culture, write a letter from a child of that family telling a pen-friend how the change has affected the family. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 6: The learner will evaluate change in different settings.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Predict logical future change in communities studied. | 6.3.1 View pictures or maps of the same community taken over a period of time and make logical predictions of future changes. |
| | 6.3.2 Write a story about logical changes that could occur as a result of change in a community (e.g., an election, a new business, a new shopping center, an industry closing down). |
| | 6.3.3 Draw pictures to show predicted changes in one's own community and justify the predictions logically. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions in a variety of communities.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.1 Identify and explain the importance of selected persons, patriotic symbols, and public observances. | 7.1.1 Provide biographical information about and explain the importance of public figures (e.g., Washington, Jefferson, Lincoln, Roosevelt, the present President and Vice President) and people outside political life (e.g., Helen Keller, Benjamin Franklin, Thomas Edison, Harriet Tubman, Frederick Douglass, and Martin Luther King, Jr.). |
| | 7.1.2 Identify and explain the importance of patriotic symbols such as the Flag, the National Anthem, the Statue of Liberty, the Washington and other monuments, and the Pledge of Allegiance. |
| | 7.1.3 Match public holidays with symbols related to them and with people or ideas with whom they are associated. |
| 7.2 Distinguish between secular and religious symbols and explain why secular and religious holidays are celebrated as they are. | 7.2.1 Given pictures of religious and secular symbols (e.g., cross, church, synagogue, Torah, mosque, Bible, flags, public buildings), identify each and categorize as religious or secular. |
| | 7.2.2 Given descriptions of religious and secular holidays in the local community and other communities studied, write a story explaining why each is celebrated as it is. |
| | 7.2.3 After receiving information about a religious or secular celebration in another culture, compare that celebration with one in the local community by creating a chart and using categories such as time of year, special foods, decorations, who participates, and so forth. |

# SOCIAL STUDIES

**GRADE LEVEL: Three**

**COMPETENCY GOAL 7: The learner will analyze religious and other cultural traditions in a variety of communities.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Identify a variety of examples of cultural traditions. | 7.3.1 | After a class discussion of holiday or regional customs (e.g., foods, decorations, family ways of doing things), conclude that cultural traditions are ways of doing things that are handed down from generation to generation. |
| | | 7.3.2 | Create a collage of cultural traditions in the local community. |
| | | 7.3.3 | After brainstorming a list of favorite foods of class members, note the origins of such foods (e.g., hot dogs—Germany, tacos—Mexico) and conclude that our cultural traditions come from many sources. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 8: The learner will apply basic geographic concepts and terminology.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Distinguish among various kinds of maps and globes and suggest their uses. | 8.1.1 | Given a city map, road map, world map, shopping mall map, and product map, distinguish among them and suggest the uses of each. |
| | | 8.1.2 | Given a political and a physical map of the same area, suggest how each might be used. |
| | | 8.1.3 | After studying about a given community or area, construct a product map of the area. |
| 8.2 | Use correct terminology to describe landforms and bodies of water. | 8.2.1 | On a world map name and locate continents and oceans. |
| | | 8.2.2 | Given a list of bodies of water ranging from ocean to pond, rank in size from largest to smallest. |
| | | 8.2.3 | Given an appropriate map and labels for continents and bodies of water, correctly label the map. |
| 8.3 | Apply understandings about climate and topography to communities studied. | 8.3.1 | Use terms such as fog, tornado, heat wave, snow, temperate, arctic, tropical, and desert correctly. |
| | | 8.3.2 | Explain differences among landforms (e.g., mountain, plain, peninsula, island). |
| | | 8.3.3 | After receiving information about a community in another culture (e.g., Asia, Europe), describe the climate and topography of that community. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 9: The learner will apply geographic themes to communities.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Know absolute and/or relative locations of the local and other communities. | 9.1.1 | Draw a map that shows the location of several landmarks in the community relative to the schools in the community. |
| | | 9.1.2 | Use a map of the local community and a nearby community to compare attributes of the physical or human environment which may have affected their location (e.g., on a body of water, near a railway, near a highway). |
| | | 9.1.3 | Refer to a map of the local community and a nearby community to decide where a new shopping center or industry should be located (e.g., along a major street, in a neighborhood with homes, near other businesses). |
| 9.2 | Understand the concept of place within the context of the local community. | 9.2.1 | Sketch a map or complete a blank map of the community to show the physical characteristics of the place (e.g., landforms, bodies of water). |
| | | 9.2.2 | Brainstorm a list of places people have built (cultural landscape) in the community. |
| | | 9.2.3 | Make a list of ways the local community can be distinguished from other communities (e.g., physical characteristics, as a governmental unit, with its own central business district, by its borders, with its own services and types of employment). |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 9: The learner will apply geographic themes to communities.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.3 | Identify examples of human-environment interaction in the local and wider communities. | 9.3.1 | Draw pictures or write a paragraph depicting ways people use the environment to meet their needs (e.g., fishing, cutting trees for houses, building dams on rivers, using land for farming). |
| | | 9.3.2 | Draw a series of pictures to show ways the physical environment has changed in the community from the time of early settlement to the present. |
| | | 9.3.3 | Brainstorm a list of how changing technology has changed the community in large and small ways (e.g., a new airport or highway, solar collectors on buildings, the widening of streets to carry more automobile traffic). |
| 9.4 | Apply concepts of movement that link the local and other communities. | 9.4.1 | Describe ways individuals depend on others in the community (e.g., for food, water, education). |
| | | 9.4.2 | Use a map to locate other areas that depend on the human and physical resources of the community. |
| | | 9.4.3 | List the ways the local community is linked to other communities by different means of transportation and communication. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 9: The learner will apply geographic themes to communities.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.5 | Distinguish the local region from other regions of which it is a part. | 9.5.1 | Locate on a map the place where each student lives and enclose all the places with a boundary which identifies it as the school region for the class. |
| | | 9.5.2 | Locate the political boundaries of the community (town, city, or county) and identify ways this region shares common characteristics such as the same name, same mayor, same board of county commissioners. |
| | | 9.5.3 | Brainstorm a list of ways the local region (city, town, or county) is different from the surrounding area or a nearby region. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 10: The learner will apply basic economic concepts to communities studied.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.1 | Draw relationships between unlimited wants and limited resources and cite examples from communities studied. | 10.1.1 | Use the terms "wants", "resources", "limited", and "scarcity" in a paragraph or web chart that shows relationships among them. |
| | | 10.1.2 | From a description of a community in another time (e.g., the colonial period, one hundred years ago) or another culture (e.g., Europe, Asia), note examples of scarcity. |
| | | 10.1.3 | From a film or simple written case study of a community in another time or place, draw relationships between limited resources, unlimited wants and the resulting scarcity. |
| 10.2 | Apply understandings about specialization and division of labor to communities studied. | 10.2.1 | Define "specialization" and "division of labor" and apply these definitions to work in the school, a supermarket, a restaurant, or a familiar community business. |
| | | 10.2.2 | State reasons why specialized jobs might be needed in a given business and elaborate on some advantages and disadvantages of specialization. |
| | | 10.2.3 | From information about a community in a different time (e.g., pre-Civil War period) or place (e.g., Asia), describe the degree of specialization in that community. |

# SOCIAL STUDIES

**GRADE LEVEL: Three**

**COMPETENCY GOAL 10: The learner will apply basic economic concepts to communities studied.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.3 | State differences and similarities among various means of economic exchange. | 10.3.1 | Distinguish between money and barter and give examples of each. |
| | | 10.3.2 | Distinguish among currency, checks, and credit cards. |
| | | 10.3.3 | Compare advantages and disadvantages of the use of barter, currency, checks, and credit cards. |
| 10.4 | Describe the functions of banks in given communities. | 10.4.1 | Brainstorm a list of why banks are needed. |
| | | 10.4.2 | After a visit to a neighborhood bank or a classroom visit from a bank officer, list and explain the services of banks. |
| | | 10.4.3 | Dictate or write a story about the need for banks and compare the story with one that might have been written by a child in colonial America. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 11: The learner will evaluate the uses of economic resources in different communities

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.1 | Distinguish economic resources of the local community from those of other communities studied. | 11.1.1 | Define and elaborate on human, natural, and capital resources. |
| | | 11.1.2 | Categorize the economic resources of the local community as human, natural, and capital, and contribute to a class bulletin board or booklet on these resources in the local community. |
| | | 11.1.3 | Given information about the economy of a community in another time or place, identify the economic resources of that community and compare them with those in the local community. |
| 11.2 | Analyze the uses of economic resources in a variety of communities. | 11.2.1 | Given information about a community in a different culture, suggest uses of economic resources in that community. |
| | | 11.2.2 | Given examples of a resource (e.g., water, trees, minerals), brainstorm ways that resource might be used differently at different times and in different places. |
| | | 11.2.3 | Construct a diagram or other graphic organizer showing how different communities might use the same resource in different ways. |
| 11.3 | Recognize and explain reasons for economic interdependence in communities and regions. | 11.3.1 | Identify examples of economic interdependence in the local community and explain why they occur. |
| | | 11.3.2 | Given appropriate information about a community in a different culture, note examples of economic interdependence and give reasons for the interdependence. |
| | | 11.3.3 | Compare the degree of economic interdependence in two communities and explain any differences. |

# SOCIAL STUDIES

## GRADE LEVEL: Three

## COMPETENCY GOAL 11: The learner will evaluate the uses of economic resources in different communities

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.4 Describe the changing uses of a community's economic resources and predict logical future changes. | 11.4.1 Describe how the use of an economic resource (e.g., water, forests) in the local community has changed over time. |
| | 11.4.2 Given the current use of a scarce resource such as water or land, predict the future use of this resource. |
| | 11.4.3 Write a story or draw a series of pictures predicting what might happen if air and water were polluted, if land lost its fertility. |

# INTRODUCTION TO THE ELEMENTARY SOCIAL STUDIES PROGRAM

Students in grades four and five begin studies of world regions as they examine regions of North Carolina, the United States, Canada, and nations of Latin America. As they begin this process of regional study they are able to reinforce basic concepts taken from history and the social science disciplines. Beginning with the fourth grade study of North Carolina, its regions and the regions of which it is a part, students progress to fifth grade study of the Western Hemisphere. In sixth and seventh grades students will continue world regional studies as they examine regions of the Eastern Hemisphere.

In their study of regions, students begin to build geographic understandings of representative cultures and the values they hold. They learn about the myriad ways societies organize their economic, social, and political lives. In addition to the emphasis on cultural geography, content for regional study is drawn from the social science disciplines of anthropology and sociology, economics, and political science. The study of history provides a context for understanding how societies have changed over time and the contributions each has made. Given the swiftness of change and our global information systems, students' examinations of these societies must require continuous reference to current events and trends.

As students acquire information about regions they use many tools of the geographer. They become proficient in the use of a number of different kinds of maps. They translate information from one form to another as they develop and test generalizations about geographic regions. Their study of the resources and institutions of various societies leads them to make judgments and decisions about a variety of social phenomena. Through the study of regions in the Western Hemisphere, students engage in activities to make them sensitive to the diversity of people and their cultural arrangements. Through an examination of literary works, role plays, and the like students grow in their capacities to empathize with people whose lives are quite different from their own. Finally, as students participate in classroom activities and reach decisions about real problems and issues, their skills of civic participation increase.

Because of their study of Western Hemisphere regions, students begin to understand that people in diverse cultures have common needs for personal and economic security. They begin to understand as well that people live and behave as they do for reasons that are rational within their own cultural context.

The regional study of the Western Hemisphere and the study at fourth and fifth grade levels will enable students to investigate and respond thoughtfully to these basic questions about their state, their nation, and their hemisphere:

- Who are the people of this society, and what are their values and beliefs?
- What is the environment in which the people live?
- How is the society organized?
- How do the people of the society make a living?
- How has this society changed over time?

# SOCIAL STUDIES

## INTRODUCTION TO GRADE FOUR

In fourth grade students proceed from community studies to a study of the State of North Carolina. As they examine North Carolina, they learn about the characteristics of North Carolina people: who we are and where we came from. They explore our geographic regions, learning about the landforms, climate, and resources of the State. Fourth graders are introduced to the concept of culture and learn about the State's social, economic, and political institutions. As students learn about North Carolina they begin to view the state in the broad context of other regions—the southeast, the nation, and the world economy in which we live.

As students learn about North Carolina they develop concepts and generalizations from history and the social sciences. These concepts and generalizations, developed in fourth grade, will be further refined in grades five through seven as students examine other world regions. Concepts for the study are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography.

As students acquire information about North Carolina, they use maps as well as other resources. They use this information to make decisions or to form generalizations about problems and issues related to our state. They develop self-management and social skills from classroom activities that help them learn to consider the viewpoints and lives of others different from themselves. Finally, as they study about the political institutions of the state and participate in classroom and school activities their skills of civic participation are sharpened.

In their study of North Carolina as a region, students will address competency goals that engage them in an investigation of these basic questions:

- Who are the people of North Carolina and what are their values and beliefs?
- What is the environment in which North Carolina people live?
- How is North Carolina society organized?
- How do the people of North Carolina make a living?
- How has North Carolina changed over time?

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 1: The learner will analyze the characteristics of the people of North Carolina.

| | OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|---|
| 1.1 | Identify, locate, and describe ways of living of the major Native American groups in North Carolina, past and present. | 1.1.1 | Indicate on a map of North Carolina the areas where most of these early Americans lived:<br>a. Tuscarora<br>b. Cherokee<br>c. Catawba<br>d. Pamlico<br>Compare these names and settlements with where most Native Americans live today in North Carolina. |
| | | 1.1.2 | Perform skits, write stories, or draw pictures that depict the changing culture of various Native American groups in North Carolina. |
| | | 1.1.3 | Create a role-play between a Native American of today talking with his/her great grandparents about how their ways of living are different. |
| 1.2 | Describe the origins and characteristics of major groups that settled in North Carolina and assess their influence on North Carolina customs. | 1.2.1 | Using maps of North Carolina and the world, identify the origins of these settlers of North Carolina and where they settled in North Carolina:<br>a. English<br>b. German<br>c. African<br>d. Swiss<br>e. Scottish<br>f. Scotch-Irish |
| | | 1.2.2 | Given a list of foods, dances, and religious practices, identify the racial or ethnic origins of each. |
| | | 1.2.3 | Given a list of names of geographic features such as rivers, mountains, or lakes, identify the racial or ethnic group that originated its name. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 1: The learner will analyze the characteristics of the people of North Carolina.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.3 Analyze similarities and differences among North Carolina's people, past and present. | 1.3.1 Identify some differences between the farming methods of Native Americans and Europeans in early North Carolina and compare these practices with those used today. |
| | 1.3.2 Role-play a conversation between an African American of today and his/her great grandfather. |
| | 1.3.3 Examine the early history of a European ethnic group and write a story or create a series of "then and now" pictures comparing that group and its ways of living over time. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Describe traditional art forms and aesthetic values in North Carolina. | 2.1.1 | Generate a list of traditional art forms in North Carolina (e.g., storytelling, quiltmaking, basketry, music, and dance). |
| | | 2.1.2 | Demonstrate a traditional North Carolina art form (e.g., perform a dance, tell a story, make a quilt or quilt square). |
| | | 2.1.3 | Examine a portrait or other depiction of an early North Carolinian and suggest and elaborate on what early North Carolinians might have considered to be beautiful. |
| 2.2 | Identify religious and ethical beliefs that have influenced life in North Carolina and assess the importance of this influence on North Carolina society. | 2.2.1 | Brainstorm lists of what most people would consider to be right and wrong behaviors and suggest why people would agree on these lists. |
| | | 2.2.2 | List religious buildings in the community, identify differences between the oldest and newest and suggest why these differences might exist. |
| | | 2.2.3 | Interview elderly members of several religious groups to learn about how these religious groups have influenced their members and the wider community and how they have changed over time. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in North Carolina.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas. | 2.3.1 Identify a problem important to oneself or the class (e.g., litter, fights on the playground, cheating), gather information about it from a variety of sources, identify alternatives to the problem, state some criteria for evaluating those alternatives, and report findings and make recommendations to the class or to some other school group. |
| | 2.3.2 Using newspapers, newsmagazines, and radio and television reports construct a list of issues that trouble adults. Categorize these issues as economic, social, and political. Suggest which issues might be easiest, more difficult to solve and explain why. |
| | 2.3.3 Identify some current economic issues of local or state importance (e.g., locating an industry that will provide jobs but may pollute streams), gather information about the issues, examine points of view surrounding the issues, identify alternative solutions to any problems, and discuss the analysis with knowledgeable adults. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 3: The learner will locate major physical features and suggest the influence of location on life in North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe the absolute and relative location of the state and places within the state. | 3.1.1 | Locate North Carolina on maps of the United States and of the world using latitude and longitude designations. |
| | | 3.1.2 | Identify the location of North Carolina relative to other states and nations using directional designations (e.g., N,E, W, S, NE). |
| | | 3.1.3 | Describe the absolute location of the local community or county and its relative location to other places in North Carolina. |
| 3.2 | Locate in absolute and relative terms major landforms, bodies of water, and natural resources in North Carolina. | 3.2.1 | Locate and label major landforms on a blank map of North Carolina. |
| | | 3.2.2 | Locate and label major lakes and rivers of North Carolina on a blank map and describe them in relative and absolute terms. |
| | | 3.2.3 | On a blank map of North Carolina locate major forest and mineral resources and describe their location relative to such other phenomena as rivers, lakes, and coastal areas. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 3: The learner will locate major physical features and suggest the influence of location on life in North Carolina.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.3 | Suggest some influences that location has on life in North Carolina. | 3.3.1 | On a blank map of North Carolina, locate the five largest cities. Note the relative location of these cities to the local community and make a web chart or write a paragraph describing the influence of any of these places on life in the community. |
| | | 3.3.2 | Locate Wilmington, Asheville, Raleigh, and Boone on a map of North Carolina. Brainstorm a list for each place suggesting how its location has influenced its development. |
| | | 3.3.3 | Make a web chart or write a paragraph outlining the influence on North Carolina of its location on the Atlantic Ocean. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 4: The learner will assess the significance of physical and cultural characteristics of regions within North Carolina and the regions of which North Carolina is a part.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Explain how regions are defined, and identify regions within North Carolina and regions of which North Carolina is a part. | 4.1.1 Generate a working definition of region and brainstorm a list of various kinds of regions in North Carolina given that definition (e.g., political, economic, cultural, landform, climate, language). |
| | 4.1.2 On a map locate the following landform regions of North Carolina:<br>a. Coastal Plain<br>b. Piedmont<br>c. Mountain |
| | 4.1.3 Using a physical map of the Southeastern United States, suggest physical regions that North Carolina shares with other states. |
| 4.2 Describe the major physical and cultural characteristics of regions within North Carolina. | 4.2.1 Distinguish between physical and cultural characteristics of regions. (Physical: landform, climate, bodies of water. Cultural: ways people have occupied and used the land.) |
| | 4.2.2 Draw pictures, create graphic organizers, or write a short paper describing the physical and cultural characteristics of the Coastal Plains, Piedmont, and Mountain regions of North Carolina. |
| | 4.2.3 Write a letter to an imaginary pen pal suggesting a vacation in one of North Carolina's three major regions and giving reasons why one region might be preferable to another. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 4: The learner will assess the significance of physical and cultural characteristics of regions within North Carolina and the regions of which North Carolina is a part.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.3 | Compare the physical and cultural characteristics of regions within North Carolina. | 4.3.1 | Construct a chart or other graphic organizer to compare physical characteristics of North Carolina's regions using criteria such as elevation, size, climate, rainfall, vegetation, mineral resources. |
| | | 4.3.2 | Construct a chart or other graphic organizer to compare cultural characteristics of North Carolina's regions using criteria such as population density, occupations, transportation, entertainment and recreational opportunities. |
| | | 4.3.3 | Create tourist brochures for one region of North Carolina using information about physical and cultural characteristics of the region. |
| 4.4 | Evaluate the importance of regional differences in North Carolina. | 4.4.1 | Gather information and construct a chart or other graphic organizer to compare the region in which you live with another using criteria such as transportation, opportunities for higher education, high-paying jobs, air and water pollution. |
| | | 4.4.2 | Write a letter to an imaginary or real fourth grader in another region of North Carolina about differences between the local region and the other. |
| | | 4.4.3 | Construct a dialogue or write an exchange of letters between North Carolinians living in two different regions highlighting the importance of regional differences in their lives. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 5: The learner will evaluate ways the people of North Carolina use, modify and adapt to the physical environment.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Explain how North Carolinians in the past used, modified, or adapted to the physical environment. | 5.1.1 Given examples of life in different regions of North Carolina in the 1700s, 1800s, and early 1900s, describe how people living in these times used natural resources. |
| | 5.1.2 Examine maps and other resources showing early transportation and industry in North Carolina. From this information, make some statements about how early North Carolinians modified the physical environment as they worked and traveled. |
| | 5.1.3 From photographs, art works, architecture, or artifacts from earlier times in North Carolina, explain how North Carolinians once adapted to the physical environment. (Example: high ceilings and wide porches on old houses were the "air conditioners" of an earlier age.) |
| 5.2 Describe how North Carolinians now use, modify, or adapt to their physical environment. | 5.2.1 Create a web chart or other graphic organizer to show how North Carolinians have changed in how they use the physical environment for agriculture or industry (e.g., from horses and mules to tractors; from water power to machine power). |
| | 5.2.2 Draw a series of pictures showing how North Carolinians modify or change their physical environment (e.g., building roads, bridges, buildings). |
| | 5.2.3 Brainstorm a list of how North Carolinians adapt to the physical environment (e.g., wearing cool clothing in summer, using solar power, organic farming), choose one adaptation, gather information about it, and report to the class. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 5: The learner will evaluate ways the people of North Carolina use, modify and adapt to the physical environment.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives. | 5.3.1 Use newspapers and community resource people to assemble a list of local or state environmental problems, select one problem or area of environmental concern, and gather information about it.<br>5.3.2 Given an example of the misuse of the environment (e.g., unsafe drinking water, dying forests, fish kills in rivers), trace its causes and construct a timeline or other graphic organizer to exhibit these causes.<br>5.3.3 Given an environmental problem, predict the short-term and long-term consequences if nothing were to be done and propose alternatives to doing nothing. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, ideas, and goods from place to place.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **6.1** | Trace the movement of people, goods, and ideas from one part of the state to another and between North Carolina and other places. | **6.1.1** | Construct a graph or map of the class to show how students have moved within North Carolina and between North Carolina and other places. Interview parents or other adults to prepare a similar map or graph for adults. Make inferences from the two maps or graphs. |
| | | **6.1.2** | Interview a local business or industry (e.g., supermarket, fast food restaurant, manufacturer) to learn how goods move between the local community and others and graph or map their movement. |
| | | **6.1.3** | Use a local newspaper, a map of the world, and a map of North Carolina to trace the movement of news from other places to the local community. |
| **6.2** | Compare ways in which people, goods, and ideas moved in the past in North Carolina with their movement today. | **6.2.1** | Construct an illustrated timeline showing how transportation (for moving people and goods) has changed in North Carolina. Make inferences about the ease and convenience of travel at different times. |
| | | **6.2.2** | Construct a chart or other graphic organizer to compare how North Carolinians today are entertained and informed with ways they received information one hundred and fifty years ago. |
| | | **6.2.3** | Role-play or write a dialogue of a business traveler of today in conversation with a traveler of 1800 as they discuss their travel experiences. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, ideas, and goods from place to place.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **6.3** | Judge the importance of the movement of people, ideas, and goods for North Carolina. | **6.3.1** | Write an editorial or letter to the editor expressing the importance of having new people move into North Carolina. |
| | | **6.3.2** | Generate a list of ideas that others have brought into North Carolina and ideas that North Carolina has "exported" to other places. Decide whether this movement of ideas has helped North Carolina, and support the decision. |
| | | **6.3.3** | Write a description or create a role-play of life in North Carolina without goods from other places and decide how important the movement of goods is for the welfare of the people of North Carolina. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

**COMPETENCY GOAL 7: The learner will judge how well economic, social, and political institutions help the people of North Carolina meet their needs.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **7.1** | Generate a working definition of culture. | **7.1.1** | Generate a list of words that describe or refer to culture, group the words into categories, and write a few sentences defining culture. |
| | | **7.1.2** | Examine the working definition of culture against definitions from encyclopedias, dictionaries, and other sources and, if appropriate, revise the definition. |
| | | **7.1.3** | Using the working definition of culture, create a picture, collage, or graphic organizer to illustrate some meanings of culture. |
| **7.2** | Explain how the people of North Carolina meet their social needs through family life, education, religion, and other cultural activities. | **7.2.1** | Generate lists of some social needs that families, religious beliefs, and education meet. |
| | | **7.2.2** | Create a role-play or graphic representation to show how education meets some social needs. |
| | | **7.2.3** | Examine the local newspaper for listings of cultural activities such as dramatic and musical performances and write a paragraph explaining how these events meet some social needs of people. |
| **7.3** | Explain how political institutions in North Carolina help people meet their needs. | **7.3.1** | Generate a list of needs people have that might be met by government (e.g., security, safety). |
| | | **7.3.2** | After an interview with a local government official, write a description of how North Carolina counties help people meet their needs. |
| | | **7.3.3** | Create graphs to show how the services of governments in North Carolina help people meet their needs. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 7: The learner will judge how well economic, social, and political institutions help the people of North Carolina meet their needs.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.4 | Explain how economic institutions in North Carolina help people meet their needs. | 7.4.1 | List some major economic institutions in North Carolina (e.g., manufacturing, agriculture). |
| | | 7.4.2 | Given a local economic institution, list needs filled by that institution. |
| | | 7.4.3 | Write an explanation or create a visual display depicting how a given economic institution helps meet a variety of needs. |
| 7.5 | Make inferences about how well the economic, social, and political needs of North Carolinians are met. | 7.5.1 | Brainstorm a list of problems facing North Carolina and group the problems listed into categories such as social, economic, or political. |
| | | 7.5.2 | Given a problem facing North Carolina, describe efforts to solve that problem. |
| | | 7.5.3 | Write an editorial or letter to the editor expressing a point of view about how well a given need is being met by North Carolina's social, economic, or political institutions. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 8: The learner will examine ways North Carolinians govern themselves.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| **8.1** Identify major government authorities at the local, state and national level, know how they are selected, and state their general areas of responsibility. | **8.1.1** Answer questions such as the following: The mayor is an official of which level of government?<br>a. local<br>b. state<br>c. national |
| | **8.1.2** State which of the following is more likely to be elected or appointed and explain why.<br>a. sheriff<br>b. police chief<br>c. mayor<br>d. board of education<br>e. parks and recreation board<br>f. fire chief<br>g. senator<br>h. secretary of education |
| | **8.1.3** Given a governmental body, write a description or create a graphic representation showing its general areas of responsibility. |
| **8.2** Demonstrate an understanding of the importance of responsible citizenship, and explain ways North Carolinians can participate as citizens. | **8.2.1** Give examples of responsible and irresponsible actions by citizens and make inferences about the consequences of these actions. |
| | **8.2.2** Write a description of an adult citizen acting responsibly. |
| | **8.2.3** Make a collage or create a role-play depicting what citizens can do to enhance responsible participation in the community. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 8: The learner will examine ways North Carolinians govern themselves.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.3 Analyze ways North Carolinians deal with questions of justice. | 8.3.1 Generate some examples of laws that North Carolinians live by, state whether different groups or individuals would believe a given law to be just or unjust and tell why. |
| | 8.3.2 Select an important North Carolina problem, describe alternate solutions for the problem, and determine which solution(s) are most fair to the most people. |
| | 8.3.3 Given a benefit (e.g., more money for education, a new product to help farmers) or a burden (e.g., a tax increase, the closing of a factory), determine the fairest way to distribute it and explain the choice. |
| 8.4 Analyze relationships among local, state, and national governments. | 8.4.1 Brainstorm examples of local, state, and national governments cooperating and group the list generated into categories (e.g., education, health care). |
| | 8.4.2 Make a bulletin board depicting examples of cooperation among local, state, and national governments and explain the significance of cooperation for North Carolinians. |
| | 8.4.3 Write a letter to the editor urging that governments cooperate to solve a particular problem. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 9: The learner will evaluate how North Carolinians use economic resources to satisfy their wants and needs.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Explain the relationship between unlimited wants and limited resources. | 9.1.1 | Brainstorm lists of wants a fourth grader, a teenager, and an adult might have and give some reasons why all wants cannot be satisfied. |
| | | 9.1.2 | Use the term "scarcity" in an explanation of the relationship between unlimited wants and limited resources. |
| | | 9.1.3 | Given a North Carolina product such as a towel or bed sheet, identify the scarce resources involved in its production. |
| 9.2 | Analyze the choices and opportunity cost involved in an economic decision. | 9.2.1 | From a list of five desirable items, choose the one most desired and explain that the lost opportunity to have the second most-desired item is opportunity cost. |
| | | 9.2.2 | Brainstorm a list of desired items, devise some criteria (e.g., cost, usefulness, durability) for evaluating the alternatives, and reach a decision as to the item most desired. |
| | | 9.2.3 | Use a decision-making grid to make a personal economic decision. |
| 9.3 | Categorize the state's resources as natural, human, or capital. | 9.3.1 | Classify a list of North Carolina's resources into natural, human, and capital categories. |
| | | 9.3.2 | Create a display or poster categorizing economic resources in North Carolina. |
| | | 9.3.3 | Given a North Carolina product, make a chart or other graphic representation showing the natural, human, and capital resources used in its production. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 9: The learner will evaluate how North Carolinians use economic resources to satisfy their wants and needs.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **9.4** | Assess the use being made of natural resources in North Carolina. | **9.4.1** | Suggest ways North Carolina resources may be used. |
| | | **9.4.2** | Use a physical/resource map of North Carolina to choose the location for an industrial complex of a designated type (e.g., tire-making, chemicals). |
| | | **9.4.3** | Decide whether a resource such as water or air is being used responsibly and write a letter to the editor expressing an opinion about the use of the resource. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 10: The learner will analyze North Carolina's economic relationships.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **10.1** | Describe ways in which the economy of North Carolina is interdependent. | **10.1.1** | Create a web chart to show how a local business depends on others locally and throughout North Carolina. |
| | | **10.1.2** | Identify examples of interdependence in the operation of a North Carolina business. |
| | | **10.1.3** | From a description of the poultry industry in North Carolina categorize all resources involved. |
| **10.2** | Analyze examples of interdependence in the North Carolina economy and in our economic relationships with other states and other nations. | **10.2.1** | Given a description of brick production in North Carolina, trace the dependence the brick industry has on other businesses and individuals. |
| | | **10.2.2** | Create collages, charts, or bulletin board displays of products exported from and imported into North Carolina. |
| | | **10.2.3** | Use a graphic organizer to show relationships among North Carolina's exports to other nations and the imports of other nations coming into North Carolina. |
| **10.3** | Evaluate the influence of discoveries, inventions, and technological innovation on economic interdependence. | **10.3.1** | Brainstorm a list of the people and resources needed to provide items used everyday (e.g., pencils, automobiles, televisions, telephones). |
| | | **10.3.2** | Create a graphic organizer depicting how an invention such as the telephone has increased economic interdependence. |
| | | **10.3.3** | Given two innovations or discoveries (e.g., computers, automobiles), judge which has contributed more to economic interdependence. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 11: The learner will assess changes in ways of living over time and investigate why and how these changes occurred.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.1 | Identify and describe changes which have occurred in ways of living in North Carolina. | 11.1.1 | Keep a diary of all daily activities for one day and compare it with a day in the life of a North Carolina girl or boy 150 years ago. |
| | | 11.1.2 | Identify specific changes in ways of living from a selected group of photographs showing scenes from the present and the past. |
| | | 11.1.3 | Interview a grandparent or senior citizen and write a paragraph summarizing changes that person has experienced in ways of living throughout a lifetime. |
| 11.2 | Distinguish among political, social, and economic changes. | 11.2.1 | Determine whether the following changes are primarily political, economic, or social. Explain why.<br>a. a factory closes down<br>b. the population of N. C. declines<br>c. the voting age is lowered |
| | | 11.2.2 | From a geographic change such as the building of a new interstate highway, list some economic, social, and political changes that might result. |
| | | 11.2.3 | Brainstorm a list of changes that have occurred in North Carolina (e.g., the Civil War, cigarette taxes, compulsory school attendance). Indicate whether each was political, economic, or social or a combination of these. |

# SOCIAL STUDIES

## GRADE LEVEL: Four

## COMPETENCY GOAL 11: The learner will assess changes in ways of living over time and investigate why and how these changes occurred.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.3 | Evaluate the effects of change on the lives of the people of North Carolina. | 11.3.1 | Given examples of changes in North Carolina (e.g., dirt roads to paved roads and interstate highways, mule and plow to mechanized farming), indicate the costs and benefits of each to North Carolinians in various walks of life. |
| | | 11.3.2 | Assume the role of someone whose job has been eliminated (e.g., a buggy maker, a ditch digger, a machine operator) and write a diary entry describing the effects of the economic change. |
| | | 11.3.3 | Given a change or invention (e.g., television), write a paragraph describing positive and negative effects of the change and conclude whether the change was positive or not. |

# SOCIAL STUDIES

**GRADE LEVEL: Four**

**COMPETENCY GOAL 12: The learner will trace developments in North Carolina history and describe their impact on the lives of people today.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 12.1 | Identify people, symbols, and events associated with North Carolina's heritage. | 12.1.1 | From brief descriptions of the accomplishments and lives of famous North Carolinians (e.g., Archibald Murphey, Kerr Scott, Henry Berry Lowry, Thomas Wolfe, Sam Ervin, Charles Spaulding, Susie Sharp), identify them. |
| | | 12.1.2 | From collections of flags, seals, state songs, and symbols, identify those of North Carolina. |
| | | 12.1.3 | Create a timeline of the ten or fifteen most important events in North Carolina history and justify the selection of the events. |
| 12.2 | Assess the influence of an important event from North Carolina's past on life today. | 12.2.1 | Create a web chart or other graphic organizer to show the influence of a given event in North Carolina history on life today. |
| | | 12.2.2 | Role-play a North Carolinian who observed the Wright Brothers' flight predicting the influence of the flight on later generations. |
| | | 12.2.3 | Make a chart, draw a picture, or write a poem depicting the influence of an important event such as World War II on life in North Carolina today. |

# SOCIAL STUDIES

## INTRODUCTION TO GRADE FIVE

In fifth grade students build on the concepts, generalizations, and skills developed in the fourth grade North Carolina study as they extend their focus to geographic regions of the United States, Canada, and Latin America. They will learn about the peoples of the Western Hemisphere and the physical environments in which they live. As they examine social, economic, and political institutions, they will analyze similarities and differences among societies.

As fifth graders learn about the Western Hemisphere, they refine concepts developed in the fourth grade study of North Carolina. These concepts will be further refined in sixth and seventh grade studies of other world regions. Concepts for this study of the Western Hemisphere are drawn from history and the social sciences, but the primary discipline is geography, especially cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Half the program at fifth grade is devoted to the study of the United States. In the remaining half of the year, students learn about Canada and its regions and Latin American nations. Organizing the fifth grade study by focusing on regions allows selected states, provinces, and nations to be chosen as illustrative case studies. These case studies might include the Plains States, the Atlantic Provinces of Canada, or the Andean Nations of Latin America.

As fifth grade students learn about the Western Hemisphere, they acquire information from a variety of sources, especially maps. They will use this information to make decisions or form generalizations about problems, issues, and phenomena in this hemisphere. As students learn about people in Canada and Latin America they participate in classroom activities that help them reduce their stereotypes of unfamiliar people and places, essential to the development of skills in self-management and group participation. Finally, as they study about the political institutions of the hemisphere and participate in meaningful classroom and school activities, their skills of civic participation will grow.

In their study of societies in the Western Hemisphere, students will address five key questions:

- Who are the people of this society and what are their values and beliefs?
- What is the environment in which these people live?
- How is this society organized?
- How do the people of this society make a living?
- How has this society changed over time?

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 1: The learner will analyze characteristics of peoples of the Western Hemisphere.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Identify, locate, and describe major groups of people, past and present, in the United States, Canada, and Latin America. | 1.1.1 | Given an area or region of Canada, the United States, or Latin America, identify major groups of people who inhabited the area in the past and groups inhabiting the area today. |
| | | 1.1.2 | On an appropriate map, locate major groups of the past and present in a given area or region. |
| | | 1.1.3 | Create an illustrated map depicting major groups past and present in a given area. |
| 1.2 | Describe similarities and differences among the people of the United States, Canada, and Latin America. | 1.2.1 | Brainstorm lists of similarities and differences among people living within a given region of Canada or the United States and people living within a given nation of Latin America. |
| | | 1.2.2 | Given people living within a region or nation in the Western Hemisphere, note differences between those people and people living in other regions. |
| | | 1.2.3 | Create a Venn diagram or other graphic organizer to note similarities and differences among people living within a region or nation of the Western Hemisphere. |
| 1.3 | Assess the role and status of individuals and groups in the United States, Canada, and Latin America, past and present. | 1.3.1 | State the roles of people in groups in a given region or nation and the purposes of grouping. |
| | | 1.3.2 | From a description of a society in the Western Hemisphere, past or present, identify religious, ethnic, or racial groups and assess their relative status. |
| | | 1.3.3 | Choose a distinctive group and role-play the behavior of people in the group, noting norms of behavior and the purposes served by the norms. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

**COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Describe evolving art forms and aesthetic values and assess their influence on life in the United States, Canada, and Latin America. | 2.1.1 | Given a region or nation, identify its major art forms, past and present. |
| | | 2.1.2 | Choose an art form (e.g., music, drama, dance, sculpture, painting, folk art) from a given region and describe the aesthetic values of the creator or practitioner of the art form. |
| | | 2.1.3 | Select a popular art form or performer and assess its influence on a variety of people and on the society as a whole. |
| 2.2 | Evaluate the influence of beliefs, individuals, and practices associated with major religions in the United States, Canada, and Latin America. | 2.2.1 | Create graphs or write a summary showing the growing diversity of religious beliefs in the United States, Canada or Latin America over the past century. |
| | | 2.2.2 | Generate a list of names of religious leaders and associate each with the appropriate religious group. |
| | | 2.2.3 | Create a visual representation of similarities and differences among major religious groups in Canada, Latin America, or the United States. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.3 | Analyze economic, social, and political situations which involve ethical and moral dilemmas. | 2.3.1 | Using newspapers, newsmagazines, and radio and television reports, construct a list of issues or situations that are problems in the United States, Canada, or Latin America. Categorize these issues or problems as economic, political, or social. Suggest which problems might be easier, more difficult to solve and explain why. |
| | | 2.3.2 | Identify an issue important to society in Canada, the United States, or Latin America (e.g., poverty, the environment), gather information from a variety of sources, state some criteria for evaluating those alternatives, and report findings to the class in written or oral form. |
| | | 2.3.3 | Identify some important issues in Canada, Latin America, or the United States (e.g., immigration, care of children or the elderly), gather information about the issue, examine points of view surrounding the issues, identify alternative solutions to any problems, and discuss the analysis with knowledgeable adults. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 3: The learner will locate major physical features and suggest the influence of location on life in the Western Hemisphere.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States, Canada, and Latin America. | 3.1.1 Locate and label major landforms of Canada, Latin America, and the United States on blank maps. |
| | 3.1.2 Locate and label major bodies of water of Canada, Latin America, and the United States on blank maps and describe their locations in relative and absolute terms. |
| | 3.1.3 On blank maps of Canada, Latin America, and the United States locate major forest and mineral resources and describe their location relative to other phenomena such as rivers, lakes, and coastal areas. |
| 3.2 Analyze the impact of the absolute and relative location of places on ways of living in the United States, Canada, and Latin America. | 3.2.1 Given the names of major cities in Canada, the United States, or Latin America, suggest how their location has influenced their development. |
| | 3.2.2 On a blank map of Canada, Latin America, or the United States, locate the five largest cities. Note the location of these cities relative to each other and to natural phenomena, and brainstorm a list of possible effects the location of these cities might have on people living in the areas. |
| | 3.2.3 Make a web chart outlining the influence of the location of a nation, province, state, or major city on the way people live in the given area. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 4: The learner will assess the significance of the physical and cultural characteristics of regions within the Western Hemisphere.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Define region and identify various regions within the Western Hemisphere. | 4.1.1 | Generate a working definition of region and brainstorm a list of various kinds of regions in the United States, Canada, and Latin America (e.g., political, economic, language, cultural, landform, climate). |
| | | 4.1.2 | Given various kinds of regions in the Western Hemisphere, locate them on a series of maps of the hemisphere. |
| | | 4.1.3 | Using a physical map of the Western Hemisphere, suggest physical regions that the United States shares with Canada and Latin American nations. |
| 4.2 | Compare the physical and cultural characteristics of regions within the Western Hemisphere and within the United States, Canada, and Latin America. | 4.2.1 | Using any regions within Canada, Latin America, and the United States, state their physical characteristics (e.g., landforms, climate, rainfall, bodies of water). |
| | | 4.2.2 | Given any regions within Canada, Latin America, and the United States, state their cultural characteristics (e.g., language, ethnicity, political divisions, economic development, population density, transportation). |
| | | 4.2.3 | Construct a chart or other graphic organizer to compare physical and cultural characteristics of given regions of Canada, Latin America, and the United States. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 4: The learner will assess the significance of the physical and cultural characteristics of regions within the Western Hemisphere.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.3 Describe differences between developed and developing regions in the Western Hemisphere. | 4.3.1 Generate a list of words to describe developed and developing regions. |
| | 4.3.2 Given information about a region of Canada, the United States, and Latin America, determine whether that region is developed or developing. |
| | 4.3.3 Create a Venn diagram or other graphic organizer to compare similarities and differences between developed and developing regions in the United States, Canada, and Latin America. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 5: The learner will evaluate ways the people of the Western Hemisphere use, modify, and adapt to the physical environment.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Explain how people of the Western Hemisphere adapt and have adapted to their environment. | 5.1.1 | Given descriptions of life in different regions in Canada, Latin America, and the United States at different time periods, describe how people in each time interacted with the physical environment. |
| | | 5.1.2 | Examine maps, photographs, and other information sources showing early forms of transportation, dwellings, and urban areas in Canada, Latin America, and the United States. From this information, make some statements about how people interacted with the physical environment as they lived, traveled, and worked. |
| | | 5.1.3 | Given information about people living in a particular environment (e.g., high mountain, desert, rain forest, arctic) in the United States, Canada, and Latin America, state how those people have adapted to their environment. |
| 5.2 | Describe how the people of the United States, Canada, and Latin America use and modify their physical environment. | 5.2.1 | Create a web chart or other graphic organizer to show how any given people in Canada, the United States, or Latin America have changed in how they use the physical environment. |
| | | 5.2.2 | From a photograph of a modification to the physical environment (e.g., a highway, a bridge, a building), describe how the modification has changed the environment. |
| | | 5.2.3 | Given a description of the ways of living of any people in the United States, Canada, or Latin America, cite uses and modifications of the physical environment. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 5: The learner will evaluate ways the people of the Western Hemisphere use, modify, and adapt to the physical environment.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.3 | Analyze causes and consequences of the misuse of the physical environment and propose alternatives. | 5.3.1 | Use newspapers and other resources to assemble a list of environmental concerns in the Western Hemisphere, select one problem area or area of environmental concern, and gather information about it. |
| | | 5.3.2 | Select an example of the misuse of the environment (e.g., dying forests), trace its causes and construct a timeline or other graphic organizer to show the causes. |
| | | 5.3.3 | Given an environmental problem in the Western Hemisphere, predict the short-term and long-term consequences if nothing were done, and propose alternatives to doing nothing. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Analyze the movement of people, goods, and ideas within and among the countries of the United States, Canada, and Latin America and between the Western Hemisphere and other places. | 6.1.1 | Examine a chart or graph showing the movement (e.g., immigration) of people in the Western Hemisphere and between the Western Hemisphere and other places. Describe causes and consequences of this movement in written or visual form. |
| | | 6.1.2 | Using a list of major exports from Canada, the United States, and nations of Latin America, indicate the areas importing these goods, and construct maps showing these relationships. |
| | | 6.1.3 | Use the newspaper and newsmagazines to acquire information about events in the United States, Canada, and Latin America. Plot the locations of specific events on appropriate maps, describe how information moves within the Western Hemisphere, and cite the importance of that movement for citizens. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.2 | Compare ways in which people, goods, and ideas moved in the past in the United States, Canada, and Latin America with their movement today. | 6.2.1 | Construct an illustrated timeline showing how transportation (for moving people and goods) has changed in Canada, Latin America, or the United States. Make inferences about the ease and convenience of transportation at various times. |
| | | 6.2.2 | Construct a chart or other graphic organizer to compare how people of the United States, Canada, and Latin America are entertained and informed today with ways they received information one hundred years ago.<br>Discuss those elements of society in each area who have not participated in these changes. |
| | | 6.2.3 | Role-play or write a dialogue of a business traveler of today in Latin America, Canada, or the United States in conversation with a traveler of 1800 as they compare their travel experiences. |
| 6.3 | Judge how changes in the movement of people, ideas, and goods have affected ways of living in the Western Hemisphere. | 6.3.1 | Write a letter to the editor or to a pen pal expressing an opinion on immigration to the United States. |
| | | 6.3.2 | Generate a list of ideas that have been shared among Canada, the United States, and Latin America as well as ideas these areas have exported to other places. Decide whether this movement has helped the United States, and support the decision. |
| | | 6.3.3 | Write a description or create a role-play of life in the United States without goods from other paces and decide how important the movement of goods is for the welfare of the people of the United States. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions of the United States, Canada, and Latin America help people meet their needs.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Elaborate on the proposition that culture is a way of life shared by a group of people. | 7.1.1 | Generate a list of words that describe or refer to culture, group the words into categories, and write a few sentences defining culture. Examine the definition against definitions from encyclopedias and other sources and, if appropriate, revise the definition. |
| | | 7.1.2 | Given descriptions of social or cultural events, identify the basic cultural institutions involved. |
| | | 7.1.3 | Using the working definition of culture, create a picture, collage, or graphic organizer to illustrate some meanings of culture. |
| 7.2 | Cite examples of the people of the United States, Canada, and Latin America meeting their social needs through family life, education, religion, and other cultural activities. | 7.2.1 | Generate lists of some social needs that families, religious groups, and education meet in Canada, Latin America, and the United States. |
| | | 7.2.2 | Create a role-play or graphic representation to show how education meets some social needs in Canada, Latin America, and the United States. Compare the role of education in the lives of people in the three areas of the Western Hemisphere. |
| | | 7.2.3 | View or read about some examples of drama, music, and other arts of Latin America, Canada, or the United States and write a paragraph explaining how they meet some social needs of people. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

**COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions of the United States, Canada, and Latin America help people meet their needs.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Assess political and economic institutions in the United States, Canada, and Latin America in terms of how well they enable people to meet their needs. | 7.3.1 | Brainstorm a list of problems facing Latin America, Canada, or the United States. Group the problems into categories such as economic, political, or social. |
| | | 7.3.2 | Using lists of economic, political or social problems in Latin America, Canada, or the United States, identify institutions designed to solve the problems. |
| | | 7.3.3 | Write an editorial or letter to the editor expressing a point of view about how well a given need is being met by the economic, political, or social institutions of Canada, Latin America, or the United States. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 8: The learner will examine ways the people of the United States, Canada, and Latin America govern themselves.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Identify the three levels of government in the United States and describe their legislative, executive, and judicial functions. | 8.1.1 | Answer questions such as the following: The president is an official of which level of government?<br>a. local<br>b. state<br>c. federal |
| | | 8.1.2 | From a list of government actions identify each action as executive, legislative or judicial. |
| | | 8.1.3 | Create a graphic organizer illustrating executive, judicial, and legislative functions of the three levels of government in the United States. |
| 8.2 | Analyze how the societies of the United States, Canada, and Latin America deal with issues of justice. | 8.2.1 | Given descriptions of problems, suggest fair ways of solving them (correcting wrongs). Make inferences about how these solutions might be applied to problem situations in Canada, the United States, and Latin America. |
| | | 8.2.2 | Analyze case studies of the treatment of minorities (e.g., Native Americans, immigrants, African Americans) in Canada, Latin America, and the United States using as criteria the fair distribution of the benefits and burdens of society. |
| | | 8.2.3 | Given descriptions of problems in Canada, the United States, and Latin America, analyze fair procedures for dealing with them. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 8: The learner will examine ways the people of the United States, Canada, and Latin America govern themselves.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Describe how governments in the United States, Canada, and Latin America select leaders and establish laws. | 8.3.1 | Given a description of government in the United States, Canada, or Latin America, cite the authority by which the government operates (e.g., constitutions, the mandate of voters, tradition). |
| | | 8.3.2 | List the steps by which leaders of national governments are chosen in Canada, Latin America, and the United States. Summarize these steps in a letter written to an imaginary friend who has no familiarity with governments in these areas. |
| | | 8.3.3 | Given a description of the processes of lawmaking, determine if the lawmaking is occurring in Canada, the United States or a nation in Latin America. Create a graphic organizer or write a paragraph describing how laws are established in these nations. |
| 8.4 | Compare forms of government in the United States, Canada, and Latin American nations and explain how and why they have changed over time. | 8.4.1 | Given appropriate information, create diagrams or write brief descriptions of the forms of government in the United States, Canada, and in Latin American nations at different times in history. |
| | | 8.4.2 | From diagrams and brief descriptions, make inferences about similarities and differences among forms of government in the United States, Canada, and nations of Latin America. Express these inference as comparisons. |
| | | 8.4.3 | Given a description of government change over time in the United States, Canada or a Latin American nation, explain why changes have occurred. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 9: The learner will determine ways societies in the Western Hemisphere make decisions about the allocation and use of economic resources.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Categorize economic resources found in the United States, Canada, and Latin America as human, natural, or capital. | 9.1.1 | Brainstorm a list of resources of given regions in the United States, Canada, and Latin America. Categorize these lists as human, natural, and capital resources. |
| | | 9.1.2 | Given resources of a region in the United States, Canada, or Latin America create a chart or other graphic organizer categorizing those resources as human, natural, and capital. |
| | | 9.1.3 | Write a description or create a collage of the natural, human, and capital resources of a region of Canada, Latin America, or the United States. |
| 9.2 | Compare ways resources are used in the United States, Canada, and Latin America. | 9.2.1 | Given a common natural resource (e.g., trees, land, water) and descriptions of economic activity in Canada, Latin America, and the United States, compare the use of the resource in different areas of the Western Hemisphere. |
| | | 9.2.2 | From descriptions, maps, or charts showing available resources within a region, describe the economic activity that is likely to be present. |
| | | 9.2.3 | Compare an economic activity such as agriculture or manufacturing in at least two different regions in Canada, Latin America, and the United States and in the Western Hemisphere as a whole. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 9: The learner will determine ways societies in the Western Hemisphere make decisions about the allocation and use of economic resources.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.3 | Analyze the effects of the unequal distribution of natural resources. | 9.3.1 | Given description of at least two regions having unequal distribution of resources, suggest the effects on ways of living of such unequal distribution. |
| | | 9.3.2 | Design a chart or other graphic organizer that illustrates the unequal distribution of resources and discuss the effects of the inequality. |
| | | 9.3.3 | Using two description of contrasting regions, draw a picture or create a role-play analyzing the effects of the unequal distribution of resources. |
| 9.4 | Describe the characteristics of economies in the United States, Canada, and Latin America and how they have changed over time. | 9.4.1 | Brainstorm a list of words that can be used to describe economies (e.g., agricultural, barter). Categorize these words or terms into agreed-upon categories. |
| | | 9.4.2 | Use categories such as subsistence, market, and mixed to describe economies in the United States, Canada, and Latin America. |
| | | 9.4.3 | Given information about the economy of the United States, Canada, or a Latin American nation at several different times, describe how the economy has changed over time. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 10: The learner will analyze economic relationships in the Western Hemisphere.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.1 | Describe ways in which the economies of the United States, Canada, and Latin America are interdependent. | 10.1.1 | Cite examples of the resources and goods that are exchanged among the people of Canada, the United States, and Latin American nations. |
| | | 10.1.2 | Create a chart or other graphic organizer showing regional economic interdependence within the Western Hemisphere. Write a paragraph explaining the chart. |
| | | 10.1.3 | Write a letter to an imaginary pen pal in Canada or a Latin American nation describing how the economy of that nation and the United States depend on each other. |
| 10.2 | Assess causes and effects of increasing international economic interdependence. | 10.2.1 | Given a description of an example of international economic interdependence, brainstorm a list of some causes and effects of the interdependence. |
| | | 10.2.2 | Create a role play depicting the closing of the border between Mexico and the United States or Canada and the United States and in a class discussion examine the possible causes and consequences of such an action. |
| | | 10.2.3 | Assume the role of one of the following individuals and create a monologue or other illustration arguing whether international economic interdependence is advantageous:<br>a. A Latin American coffee grower<br>b. An automobile worker in the United States<br>c. A Canadian lumber worker<br>d. A homemaker in the United States |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 10: The learner will analyze economic relationships in the Western Hemisphere.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.3 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence. | 10.3.1 Given a description of economic interdependence in the United States, Canada, and Latin America, brainstorm a list of discoveries, inventions, or innovations that may have affected these changes. |
| | 10.3.2 Create a flow chart or other graphic organizer indicating the effects of a discovery, an invention, or an innovation on economic interdependence. |
| | 10.3.3 Select a discovery, an invention, or an innovation and write a paragraph or an editorial evaluating its influence on economic interdependence. |

# SOCIAL STUDIES

## GRADE LEVEL: Five

## COMPETENCY GOAL 11: The learner will analyze changes in ways of living and investigate why and how these changes occurred.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.1 | Identify and describe changes which have occurred in ways of living in the United States, Canada, and Latin America. | 11.1.1 | Given descriptions of ways of living in 1800, 1900, and today, identify changes that have occurred. |
| | | 11.1.2 | Brainstorm lists of changes that have occurred in ways of living in the United States, Canada, and Latin America over the last 100 years. Arrange these lists into agreed upon categories. |
| | | 11.1.3 | Write a short story or report or create a role play describing one change in ways of living in Canada, the United States, and Latin America. |
| 11.2 | Identify examples of cultural transmission and interaction within and among the regions of the Western Hemisphere. | 11.2.1 | Describe what is meant by the terms "cultural transmission" and "cultural interaction". |
| | | 11.2.2 | From appropriate descriptions identify examples of cultural transmission and cultural interaction within and among the regions of the Western Hemisphere. |
| | | 11.2.3 | Create collages or bulletin board displays depicting examples of cultural transmission and cultural interaction. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 11: The learner will analyze changes in ways of living and investigate why and how these changes occurred.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.3 Evaluate the effects of change on the lives of the people of the United States, Canada, and Latin America. | 11.3.1 Given a change occurring in the United States, Canada, or Latin America, predict the effects the change might have on the lives of people.<br>11.3.2 Given an appropriate description of change, list both positive and negative effects of the change.<br>11.3.3 Assume the role of one of the following individuals. Write a paragraph evaluating the effects of a change such as computerization or jet travel on the life of the individual.<br>a. An Inuit<br>b. A Bolivian peasant<br>c. An automobile worker in Mexico City<br>d. A steelworker in Pittsburgh |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 12: The learner will trace developments in the history of the United States, Canada, and Latin America and assess their impact on the lives of people today.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 12.1 | Identify people, symbols, and events associated with the heritage of the United States, Canada, and Latin America. | 12.1.1 | Brainstorm a list of words or phrases associated with the term "patriotic heritage". Write a paragraph describing the term. |
| | | 12.1.2 | Identify individuals, flags and other symbols of heritage of some of the states and nations studied and explain the significance of each. |
| | | 12.1.3 | Create a collage or other illustrative device depicting people, symbols, and events associated with the heritage of a Latin American nation, Canada, or the United States. |
| 12.2 | Associate an event or phenomenon in the history of the United States, Canada, or Latin America with a current situation or practice. | 12.2.1 | Given a current situation or practice, associate it with an event or phenomenon in the history of the United States, Canada, or Latin America. |
| | | 12.2.2 | Create a web chart or other graphic organizer to show the influence of a given event in the history of the United States, Canada, or Latin America on a current situation or practice (e.g., the influences of the Columbian voyages). |
| | | 12.2.3 | Describe a specific example of an historical event influencing current situations or practices. |

# SOCIAL STUDIES

**GRADE LEVEL: Five**

**COMPETENCY GOAL 12: The learner will trace developments in the history of the United States, Canada, and Latin America and assess their impact on the lives of people today.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 12.3 Trace an economic, political, or social development through the history of the United States, Canada, or Latin America and judge its impact on society. | 12.3.1 Brainstorm lists of developments that can be traced through the history of the United States, Canada, or Latin America. Categorize these developments as economic, political, or social.<br>12.3.2 Select an economic, political, or social development in the history of the United States, Canada, or Latin America, and create a timeline tracing it through history.<br>12.3.3 Write a paragraph summarizing a development and judging its impact on society. |

# INTRODUCTION TO THE MIDDLE LEVEL SOCIAL STUDIES PROGRAM

Students in grades six, seven, and eight continue the geographic study of world regions as they examine the Eastern Hemisphere. They engage as well in the historical study of their own state as a part of the larger national history. In the process they continue the development of basic concepts taken from history and the social science disciplines. In sixth grade students learn about Europe including areas formerly in the Soviet Union, and in grade seven they investigate regions in Africa, Asia, and Oceania. In eighth grade students focus on the discipline of history as they examine North Carolina's past within the context of the national framework.

In their study of regions of the Eastern Hemisphere, students build geographic understandings as they examine representative cultures and the values they hold. They learn about the myriad ways societies organize their economic, social, and political lives. In addition to the emphasis on cultural geography, content for regional study is drawn from the social science disciplines of anthropology and sociology, economics, and political science. Given the swiftness of change and our global information systems, students' examinations of these societies must require continuous reference to current events and trends.

The study of history in grades six and seven provides a context for understanding how societies have changed over time and the contributions each has made. In grade eight the formal study of history builds on geographic understandings as North Carolina is placed in historical perspective. North Carolina's role in the American nation is the general subject covering the entire span of the national experience, beginning with the founding of the Carolina colony and reaching into contemporary times.

As students acquire information about world regions and the past of the regions of North Carolina and the American nation, they use many tools of the geographer and the historian. They become proficient in the use of a number of different kinds of maps and historical documents. They translate information from one form to another as they develop and test generalizations about geographic regions and historic personalities and events. Their study of the resources and institutions of various societies leads them to make judgments and decisions about a variety of social phenomena. Throughout their geographic and historical studies students engage in activities to make them sensitive to the diversity of the world's peoples, past and present. Through an examination of literary works, role plays, and the like students grow in their capacities to empathize with people in places and times quite different from their own. Finally, as students participate in classroom activities and reach decisions about real problems and issues, their skills of civic participation increase.

When they complete the middle level social studies program, students understand that people in diverse cultures and times have and have had common needs for personal and economic security. They understand as well that people in other cultures and other times have behaved as they have for reasons that were entirely rational within their own cultural contexts.

The middle level social studies program and the study at each grade level will enable students to investigate and respond thoughtfully to these basic questions about their state in the nation, past and present, and their world today:

- Who are the people of this society, and what are and have been their values and beliefs?
- What is the environment in which the people live and have lived?
- How has the society organized itself?
- How do the people of the society make a living?
- How has this society changed over time?

# SOCIAL STUDIES

## INTRODUCTION TO GRADE SIX

The sixth grade study of Europe (including nations formerly in the Soviet Union) continues the world studies cycle begun in grade five with the study of the Western Hemisphere. In sixth grade students build on the concepts and generalizations developed in fourth and fifth grades as they learn about the peoples of Europe and the physical environments in which they live. As students examine social, economic, and political institutions, they analyze similarities and differences among societies. Concepts for this study are drawn from the disciplines of history and the social sciences, but the primary discipline is geography, especially cultural geography.

Sixth graders in their study of Europe examine societies similar and dissimilar to their own. In an examination of what is commonly called Western Europe, students examine societies somewhat similar to their own and broaden their understanding of western culture. In the focus on Eastern Europe, students encounter political and economic traditions that have differed. Given the swiftness of change in Europe, students' examinations of this world area must require continuous reference to current events and trends.

As students examine societies in Europe they learn that regions of the continent may be defined in a variety of ways: geographically, historically, culturally, and politically. Organizing the sixth grade study by focusing initially on physical geographic regions allows for extension into other regional studies. Examples of geographic regions might include Scandinavia or the Danube Basin.

Sixth grade students practice skills in selecting from among a variety of media as they learn about European societies. They use these materials, especially maps and other geographic materials, as they make decisions and form generalizations about problems, issues, and phenomena. As they learn about the lives of people in Europe, they gain skill in dealing with diversity and uncertainty. By analyzing the institutions of people different from themselves, they tend toward fewer ethnocentric and stereotypic descriptions of people. Thus, their skills of self-management are enhanced. Finally, as they examine the political institutions and roles of citizens in societies in Europe and the nations of the former Soviet Union and participate in meaningful classroom and school activities, their skills of civic participation and their appreciation of their own liberties grow.

In their study of societies in the Eastern Hemisphere, students will address five key questions:

- Who are the people of this society and what are their values and beliefs?
- What is the environment in which these people live?
- How is this society organized?
- How do the people of this society make a living?
- How has this society changed over time?

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 1: The learner will investigate the characteristics of the people of Europe.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Identify and describe major groups of people, past and present, in Europe including areas formerly in the Soviet Union. | 1.1.1 | Brainstorm lists of major groups of people, past and present, in Europe. Divide these lists into usable categories (i.e., religious, ethnic, national). |
| | | 1.1.2 | Compare detailed population maps of the same area created at different times. Identify and make inferences about groups of people who have occupied the given area. |
| | | 1.1.3 | Given a major group of people, past or present, in Europe, create a written or pictorial description of the group. |
| 1.2. | Describe similarities and differences among the peoples of Europe including areas formerly in the Soviet Union. | 1.2.1 | From photographs or other descriptive information about people in Europe suggest some likenesses and differences. Assemble these likenesses and differences into usable categories. |
| | | 1.2.2 | Make a collage illustrating likenesses and differences among people in Europe using appropriate categories. |
| | | 1.2.3 | Create a graphic organizer to illustrate likenesses and differences of two given groups in Europe. |

# SOCIAL STUDIES

**GRADE LEVEL: Six**

**COMPETENCY GOAL 1: The learner will investigate the characteristics of the people of Europe.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.3 Assess the role and status of individuals and groups in Europe and nations formerly in the Soviet Union, past and present. | 1.3.1 Brainstorm a list of people in Europe whose status has changed over time. Suggest reasons for the changes in status. |
| | 1.3.2 Conduct research for a class report on the treatment of one group (e.g., Jews, gypsies, Moslems) at a given time in the history of Europe or nations formerly in the Soviet Union. In the report assess the status of the group relative to the majority society. |
| | 1.3.3 After studying the Baltic Republics, explain why native populations resented Russian domination and annexation after World War II. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Describe and assess the influence of evolving art forms and aesthetic values on life in Europe including areas formerly in the Soviet Union. | 2.1.1 Given a region or nation, identify its major art forms past and present. Suggest any appropriate influences these art forms might have or have had on the life of the area. |
| | 2.1.2 View slides or reproductions of the work of European artists from various periods of history and note changes in subject matter and technique. Make inferences about how such changes mirrored changes in the aesthetic values of the society as a whole. |
| | 2.1.3 Given an art form or an expression of aesthetic values, write an assessment of its influence on the life of the society where it existed. |
| 2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and nations formerly in the Soviet Union. | 2.2.1 After research on the major religious faiths in Europe, identify important leaders and describe the basic beliefs and practices of each. |
| | 2.2.2 From an appropriate description of a nation or area in Europe, list the influence of beliefs, individuals, and practices associated with major religions on life in the area. |
| | 2.2.3 Create a collage or bulletin board display which indicates the influence of religious leaders, beliefs, and practices on an area of Europe. |

# SOCIAL STUDIES

**GRADE LEVEL: Six**

**COMPETENCY GOAL 2: The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas. | 2.3.1 Explain how religious groups have survived and resisted in the face of oppression (i.e., Protestant and Catholic groups during the Reformation, the Catholic Church in Poland, Christianity in general in the Soviet Union, Jews throughout Europe and the Soviet Union). |
| | 2.3.2 Using a situation involving conflict between personal beliefs and the laws of the state, analyze the causes of the conflict, the options available to the individual, and choose a course of action for the individual. |
| | 2.3.3 Given a situation involving the rise of extremist groups, analyze the situation and explain how such groups can be dealt with without threatening the personal liberties of all citizens. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 3: The learner will locate major physical features and suggest the influence of their location on life in Europe.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe the absolute and relative location of major landforms, bodies of water, and natural resources in Europe including areas formerly in the Soviet Union. | 3.1.1 | Locate major landforms and bodies of water on a desk map of Europe. Describe these locations in both absolute and relative terms. |
| | | 3.1.2 | Use an atlas or other source to locate information on vegetation, soils, and mineral resources in Europe. Locate these resources on an outline map. Describe these locations in absolute and relative terms. |
| | | 3.1.3 | Given a list of climates and a map of Europe, locate major climate regions. Describe these locations relative to the location of other physical features. |
| 3.2 | Analyze the impact of the absolute and relative location of places on ways of living in Europe and nations formerly in the Soviet Union. | 3.2.1 | Use map coordinates and a map of Europe to locate cities and countries. |
| | | 3.2.2 | Given a list of cities or countries, describe their relative location in terms of physical or political features. |
| | | 3.2.3 | Given an important phenomenon (e.g., a natural disaster, the location of a major manufacturing area of a given type), explain how the location influences the phenomenon. |

# SOCIAL STUDIES

**GRADE LEVEL: Six**

**COMPETENCY GOAL 4: The learner will assess the significance of the physical and cultural characteristics of regions within Europe.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Define region and identify various regions within Europe including areas formerly in the Soviet Union. | 4.1.1 Generate a working definition of region. Apply this definition to nations of Europe. Suggest how the definition of region might determine the nations or areas included in a given region. |
| | 4.1.2 Select a region in Europe and list its common physical or cultural attributes. |
| | 4.1.3 From a list of attributes, identify a region in Europe possessing these attributes. |
| 4.2 Compare the physical and cultural characteristics of regions within Europe including nations formerly in the Soviet Union. | 4.2.1 Analyze maps of two contrasting regions of Europe and summarize their physical and cultural differences. |
| | 4.2.2 Compare the physical characteristics of a region in Northern Europe with one in Southern Europe (e.g., Norway and Italy). |
| | 4.2.3 Compare winter recreational activities in two physically different regions (e.g., the Netherlands and Greece). |
| 4.3 Distinguish among regions using economic development as the criterion. | 4.3.1 From a description of an economic region of Europe including areas formerly in the Soviet Union, state whether the region is developing or developed. |
| | 4.3.2 Draw a picture or create a collage depicting a given economic region as developing or developed and explain the picture. |
| | 4.3.3 Given a blank outline map of Europe including areas formerly in the Soviet Union, complete the map by indicating developed and developing economic regions. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 5: The learner will evaluate ways the people of Europe use, modify, and adapt to their physical environment.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Explain how the people of Europe including areas formerly in the Soviet Union have adapted to their environment. | 5.1.1 | Given major landforms of Europe such as mountains, plains, and escarpments, give examples of their impact on the people of Europe at different time periods. |
| | | 5.1.2 | View a film or a series of photographs of places in Europe and list ways physical characteristics influence recreation. |
| | | 5.1.3 | Create an illustrated timeline showing how given people of Europe have adapted to the environment. |
| 5.2 | Describe how the people of Europe including areas formerly in the Soviet Union use and modify their environment. | 5.2.1 | Using population density maps and physical maps of Europe, describe the influence of the physical environment in determining where people live or have lived. |
| | | 5.2.2 | From a map showing major bridges, tunnels, dams, and roads in a nation of Europe, make inferences about how these modifications of the physical environment have changed the lives of people. |
| | | 5.2.3 | Write a brief report or draw a picture depicting an instance in which climate is, or has been, a significant factor in determining how people produce food in Europe. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 5: The learner will evaluate ways the people of Europe use, modify, and adapt to their physical environment.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.3 | Analyze causes and consequences of the misuse of the physical environment and propose alternatives. | 5.3.1 | Generate a list of examples of misuse of the physical environment in Europe including areas formerly in the Soviet Union. For each example, cite some causes and results. |
| | | 5.3.2 | Create a graphic organizer depicting some effects of a specific environmental problem such as the pollution of the Rhine River or acid rain. |
| | | 5.3.3 | Write an editorial suggesting what might be done about a specific environmental problem in Europe including areas formerly in the Soviet Union. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Analyze the movement of people, goods, and ideas within and among the countries of Europe including nations formerly in the Soviet Union and other places in the world. | 6.1.1 | Generate a list of examples of people, goods, and ideas moving within and among nations of Europe. For each example, cite some causes and results. |
| | | 6.1.2 | Identify an example of the movement of people, ideas, or goods and create a graphic organizer analyzing the movement. |
| | | 6.1.3 | Use data on exports and imports for given European nations to determine their major world trading partners. |
| 6.2 | Compare ways in which people, goods, and ideas moved in the past in Europe including areas formerly in the Soviet Union with their movement today. | 6.2.1 | Generate a class list of changes in the movement of people, goods, and ideas in Europe. From the list develop workable categories to describe the changes. |
| | | 6.2.2 | Compute the time required for trade between Europe and other world areas in 1800 and compare that with the time required for trade today. |
| | | 6.2.3 | Create an illustrated timeline depicting changes in transportation and communication. Apply understandings about the changes to the lives of people living in two different European nations in 1800 and today. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 6: The learner will evaluate the significance of the movement of people, goods, and ideas.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Judge how changes in the movement of people, ideas, and goods have affected ways of living in Europe including areas formerly in the Soviet Union. | 6.3.1 Select one change in transportation and communication and create a visual device to illustrate its effects on the life of citizens in Europe. |
| | 6.3.2 Assume the role of one of the following individuals and describe positive and/or negative responses of that individual to changes in transportation over the last century:<br>a. a farmer owning five acres of land in Spain<br>b. a homemaker in a large city in Germany<br>c. a coal miner in Poland<br>d. a sheep farmer in the United Kingdom |
| | 6.3.3 Create a visual display showing how changes in the movement of people, ideas, and goods have affected a given area (i.e., region, city) in Europe. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 7: The learner will evaluate the extent to which basic cultural institutions help the people of Europe meet their needs.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.1 Elaborate on the proposition that culture is a way of life shared by a group of people. | 7.1.1 Brainstorm a list of terms or phrases associated with the word "culture". Develop usable categories for the list and apply one of the categories to a group of people in Europe including areas formerly within the Soviet Union. |
| | 7.1.2 Given a society, describe customs and traditions that have been handed down in the society. |
| | 7.1.3 Prepare a written summary describing elements of the culture of an area or group in Europe. |
| 7.2 Cite examples of people of Europe including areas formerly in the Soviet Union meeting their needs through family life, education, religion, and other cultural activities. | 7.2.1 From an extended description of education (or religion or family life) in a nation of Europe, suggest how the institution helps people meet their needs. |
| | 7.2.2 Construct a bulletin board display or collage illustrating the services performed by one social institution in a given nation . |
| | 7.2.3 Using a list of basic social institutions (e.g., church, school, family), describe the influence of one in a particular society. |
| 7.3 Assess political and economic institutions in Europe including areas formerly in the Soviet Union in terms of how well they enable people to meet their needs. | 7.3.1 Describe how banking institutions facilitate trade among nations with different currencies. |
| | 7.3.2 From specific examples of political and military alliances (e.g., NATO, the United Nations), describe the benefits and costs for a particular nation. |
| | 7.3.3 Following a study of the European Community, write an essay or create a chart explaining its specific impact on the availability of goods and services. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 8: The learner will examine ways in which the people of Europe govern themselves.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.1 Describe how different types of governments in European countries including nations formerly in the Soviet Union carry out legislative, executive, and judicial functions. | 8.1.1 Given illustrations of the characteristics of governments of Europe, describe some ways of enforcing laws. |
| | 8.1.2 Compare the method of choosing the chief executive in France with choosing the chief executive in Russia. |
| | 8.1.3 From a description of the government of a particular nation, describe how that government makes laws for the people of the nation. |
| 8.2 Analyze how governments in Europe including areas formerly within the Soviet Union deal with issues of justice. | 8.2.1 Brainstorm a list of words or phrases suggested by the term "justice". Create some categories from the list and examine a society of Europe using those categories. |
| | 8.2.2 Compare the judicial procedures of Germany and the United Kingdom. |
| | 8.2.3 Conduct research and report on methods of dealing with a particular crime such as illegal drug use in given European nations. |
| 8.3 Describe how governments in Europe including areas formerly in the Soviet Union select leaders and establish laws. | 8.3.1 From biographical information about several European leaders, describe how they came to office. |
| | 8.3.2 Analyze government action to solve a specific problem in a given nation (e.g., cleaning up the environment in the eastern part of Germany). |
| | 8.3.3 Using information about the legislative bodies of at least two European nations, compare how they make laws. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 8: The learner will examine ways in which the people of Europe govern themselves.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.4 | Compare various forms of government in Europe including areas formerly in the Soviet Union and explain how and why they have changed over time. | 8.4.1 | Match each of the following governmental forms with nations which practice or have practiced them:<br>a. absolute monarchy<br>b. constitutional monarchy<br>c. direct democracy<br>d. republicanism<br>e. parliamentary democracy<br>f. fascism<br>g. democratic socialism<br>h. totalitarian socialism |
| | | 8.4.2 | Given a change in government in a European nation, describe the reasons for the change and the likely results of the change in terms of the rights of individuals. |
| | | 8.4.3 | Create timelines showing changes in government forms in three of the following nations and write a paragraph summarizing comparisons:<br>a. France<br>b. Italy<br>c. Russia<br>d. Germany<br>e. Spain<br>f. Sweden<br>g. Poland |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 9: The learner will determine how societies in Europe make decisions about the allocation and use of economic resources.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Identify economic resources found in Europe including areas formerly in the Soviet Union and explain relationships between the location of natural resources and economic activities. | 9.1.1 | Using descriptions, maps, or other information showing available resources within a region of Europe, describe the type of economic activity likely to be found in the region. |
| | | 9.1.2 | Given the names and locations of industrial and commercial centers, use maps, atlases, and other reference materials to determine major natural resources of the region. |
| | | 9.1.3 | Use a physical/resource map of Europe to determine the location of areas best suited for agriculture and extractive industry and color code those areas on a desk map. |
| 9.2 | Analyze ways resources are used in Europe including areas formerly in the Soviet Union. | 9.2.1 | Describe the use being made of a major natural resource in Europe. Compare the uses of the resource in different areas. |
| | | 9.2.2 | Compare the use of a resource such as farmland in various areas of Europe |
| | | 9.2.3 | From information on a resource such as a waterway, analyze different ways the resource is used. |
| 9.3 | Assess the effects of the unequal distribution of resources. | 9.3.1 | Interpret a graph showing the distribution of resources in two or more nations. |
| | | 9.3.2 | From descriptions of at least two regions having unequal distribution of resources, suggest the effects on ways of living of such unequal distribution. |
| | | 9.3.3 | Create a graphic organizer illustrating the effects of the unequal distribution of a particular resource. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

**COMPETENCY GOAL 9: The learner will determine how societies in Europe make decisions about the allocation and use of economic resources.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.4 | Describe the characteristics of economic decision-making in Europe including areas formerly in the Soviet Union and how they have changed over time. | 9.4.1 | Describe economic decision-making in the types of economies represented in Europe. |
| | | 9.4.2 | Given descriptions of economic decision-making in a variety of European nations, state whether the economies are traditional, command, market, or mixed. |
| | | 9.4.3 | Create a timeline or other visual representation showing how economic decision-making has changed over time in a given nation of Europe. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 10: The learner will analyze economic relationships in Europe.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.1 | Describe ways in which the economies of nations in Europe including areas formerly in the Soviet Union are interdependent. | 10.1.1 | From examples of interdependence in European economies, generate a working definition of economic interdependence. |
| | | 10.1.2 | Given a list of leading exports and imports of Europe, map the exchange of these goods among European nations. |
| | | 10.1.3 | Write a description of one nation's economic interdependence with other nations in the areas formerly within the Soviet Union. |
| 10.2 | Assess causes and effects of increasing international economic interdependence. | 10.2.1 | Locate examples of continuing economic ties between former colonies and European nations. State reasons for the continuation of these ties and suggest some effects. |
| | | 10.2.2 | Given examples of trade between European nations and other world areas, state reasons for the trade and suggest some effects of such economic interdependence. |
| | | 10.2.3 | From pictures of urban centers in Europe, identify evidence of international economic interdependence (e.g., automobiles, signs, foreign-owned businesses), and judge the effects of the interdependence on the lives of the citizens of the area. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 10: The learner will analyze economic relationships in Europe.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.3 Evaluate the influence of inventions, discoveries, and innovations on economic interdependence. | 10.3.1 Create a list of inventions, discoveries, and innovations that have changed economic activities and ways of living in Europe including areas formerly within the Soviet Union. Select one from the list and create a web chart showing its influence on economic interdependence. |
| | 10.3.2 Examine information on rail, sea, and air routes serving Europe. Suggest their influence on trade and cultural exchange. |
| | 10.3.3 Write a brief essay arguing that innovations in telecommunications enhance or inhibit economic interdependence. |

# SOCIAL STUDIES

**GRADE LEVEL: Six**

**COMPETENCY GOAL 11: The learner will analyze changes in ways of living and explain how and why these changes occur.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.1 Identify and describe changes which have occurred in ways of living in Europe including areas formerly in the Soviet Union. | 11.1.1 List inventions that originated in Europe. Select one invention and describe changes it has made in ways of living.<br>11.1.2 Write a cause and effect paragraph describing reasons for a given change in an area of Europe.<br>11.1.3 Given changes in ways of living caused by inventions such as steam power or air travel, suggest reasons for the change. |
| 11.2 Identify examples of cultural transmission and interaction within and among regions in Europe including areas formerly in the Soviet Union. | 11.2.1 From a description of the lives of "guest workers" in Europe, note examples of cultural transmission and interaction.<br>11.2.2 Select an idea or phenomenon (e.g., the Protestant Reformation) that began in a single location in an earlier time. Trace its growth and spread on a timeline or other visual device.<br>11.2.3 Role-play situations of persons unfamiliar with each other's culture (e.g., a visitor from Ukraine learning table manners of another society). |

# SOCIAL STUDIES

**GRADE LEVEL: Six**

**COMPETENCY GOAL 11: The learner will analyze changes in ways of living and explain how and why these changes occur.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.3 Evaluate the effects of change on the lives of people in Europe including areas formerly in the Soviet Union. | 11.3.1 Assume the role of a resident of Berlin and write a letter to a friend reflecting on changes in Germany. Cite the effects of change on personal life and relationships. |
| | 11.3.2 Create a graphic organizer to illustrate the effects of a change such as World War I or political changes in an Eastern European nation on the lives of people. Judge the positive and negative effects of the change. |
| | 11.3.3 Write an essay noting the positive and negative effects of a given change on the lives of people. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 12: The learner will trace developments in the history of Europe and describe their impact on the lives of people today.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 12.1 Identify people, symbols, and events associated with the heritage of European nations including those formerly in the Soviet Union. | 12.1.1 Using the flags of selected nations, explain their symbolic representations. |
| | 12.1.2 Brainstorm a list of people associated with various nations of Europe. Identify these people as being of political, religious, economic, or social importance. |
| | 12.1.3 Generate a list of events; place the events in chronological order; cite the location(s) where the events occurred; and state the importance of each. |
| 12.2 Associate an event or phenomenon in the history of Europe including areas formerly in the Soviet Union with a current situation or practice. | 12.2.1 Given an event in the history of Europe, tie that event to a current practice (e.g., the Industrial Revolution began in England and the United Kingdom is still a manufacturing nation). |
| | 12.2.2 Trace the roots of a current situation or practice (e.g., trace the reasons why some nations in Europe are divided among Protestantism and Catholicism while others are largely one or the other). |
| | 12.2.3 Make valid comparisons between the overthrow of the Romanov dynasty and the overthrow of the Communist Party. |

# SOCIAL STUDIES

## GRADE LEVEL: Six

## COMPETENCY GOAL 12: The learner will trace developments in the history of Europe and describe their impact on the lives of people today.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| **12.3** Trace an economic, political, or social development through the history of Europe including areas formerly in the Soviet Union, judge its impact on society, and predict future changes. | **12.3.1** Using a list of events, classify them as economic, political, or social or any combination of these.<br>**12.3.2** Create an illustrated timeline tracing one development (e.g., the establishment of the European Community, the position of a minority religious or ethnic group) through history. Write a brief paper judging its positive and negative effects on the lives of people and predicting logical future changes.<br>**12.3.3** Given the current status of an economic, political, or social development, create a graphic organizer predicting any future changes. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 8: The learner will analyze how societies in Africa and Asia govern themselves.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Describe how different types of governments in Africa and Asia carry out legislative, executive, and judicial functions. | 8.1.1 | From a description of government in a given nation, identify its legislative, executive, and judicial functions. |
| | | 8.1.2 | Create a graphic organizer showing how different types of governments (e.g., single party, multiple party, parliamentary, monarchy) in Africa and Asia are organized to carry out legislative, executive, and judicial functions. |
| | | 8.1.3 | Compare the operations of the parliamentary government of Japan with those of the parliamentary government of India in a graphic organizer or brief essay. |
| 8.2 | Analyze how societies in Africa and Asia deal with issues of justice. | 8.2.1 | Brainstorm a list of words or phrases suggested by the term "justice". Categorize the list into (1) the fair distribution of benefits and burdens, (2) correction of wrongs and grievances, and (c) fair procedures for dealing with problems. |
| | | 8.2.2 | From a description of a society in Africa or Asia, determine how fairly that society distributes benefits and burdens, corrects wrongs and injuries, and deals with problems. Summarize in writing. |
| | | 8.2.3 | Create a graphic organizer comparing the judicial procedures of two nations of Africa and Asia. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 8: The learner will analyze how societies in Africa and Asia govern themselves.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.3 Describe how governments in Africa and Asia select leaders and establish laws. | 8.3.1 Using biographical information about several leaders of African and Asian nations, describe orally or in writing how they attained their offices.<br>8.3.2 From information about the governments of two nations of Africa and Asia, create a graphic organizer comparing how they establish laws.<br>8.3.3 Select one of the following nations, and describe in writing how its leaders are selected and laws established:<br>a. China<br>b. Indonesia<br>c. South Africa<br>d. Egypt<br>e. Zimbabwe |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 8: The learner will analyze how societies in Africa and Asia govern themselves.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.4 | Compare forms of government in Africa and Asia and explain how and why they have changed over time. | 8.4.1 | Match the following government forms with nations in Africa or Asia that practice or have practiced them:<br>a. absolute monarchy<br>b. constitutional monarchy<br>c. republicanism<br>d. fascism<br>e. democratic socialism<br>f. totalitarian socialism<br>g. theocracy |
| | | 8.4.2 | Given a change in government in a nation of Africa or Asia, describe orally or in writing the reasons for the change and the likely results of the change in terms of the rights of individuals. |
| | | 8.4.3 | Create timelines showing changes in government forms in three of the following nations of Africa and Asia, compare the timelines, and write a paragraph summarizing the comparisons:<br>a. Algeria<br>b. Zimbabwe<br>c. Pakistan<br>d. Indonesia<br>e. China<br>f. the Philippines |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 9: The learner will determine how societies in Africa and Asia make decisions about the allocation and use of economic resources.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Identify resources found in Africa and Asia and explain the relationship between the location of resources and economic activities. | 9.1.1 | Using written descriptions, maps, or other information showing available resources within a region of Africa or Asia, describe orally or in writing the types of economic activity likely to be found in the region. |
| | | 9.1.2 | Given the names and locations of industrial and commercial centers in Africa and Asia, use maps, atlases, and other reference materials to determine major natural resources. |
| | | 9.1.3 | From a map of Africa or Asia showing the location of important mineral resources, identify those nations having a comparative advantage in one or more of the resources. Explain why in writing. |
| 9.2 | Compare ways economic resources are used in African and Asian economies. | 9.2.1 | Create a graphic organizer to describe the use being made of a valuable capital resource such as computers in two nations of Africa or Asia. |
| | | 9.2.2 | Create a graphic organizer to compare the use of water resources in two of the following nations:<br>a. Saudi Arabia<br>b. Thailand<br>c. Egypt<br>d. Kenya<br>e. Ghana |
| | | 9.2.3 | Compare two of the following nations in terms of how they use education to develop human resources:<br>a. Zaire<br>b. Taiwan<br>c. Bangladesh<br>d. South Africa<br>Summarize comparisons in writing. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

**COMPETENCY GOAL 9: The learner will determine how societies in Africa and Asia make decisions about the allocation and use of economic resources.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.3 | Analyze the effects of the unequal distribution of resources. | 9.3.1 | Construct and interpret a graph showing the distribution of land and capital resources in two or more nations of Africa and Asia. |
| | | 9.3.2 | Given descriptions of at least two regions having unequal distribution of resources, suggest orally or in writing the effects on ways of living of such unequal distribution. |
| | | 9.3.3 | Create a graphic organizer depicting the effects of the unequal distribution of a particular resource (e.g., water, fertile land, oil, coal). |
| 9.4 | Describe the characteristics of economies in Africa and Asia and how they have changed over time. | 9.4.1 | Using information about economies of various African and Asian nations, describe each as mostly traditional, market, mixed, or command. |
| | | 9.4.2 | Generate lists of the characteristics of developing and developed economies and apply these terms in describing the economies of African and Asian nations. |
| | | 9.4.3 | Create a timeline or graphic organizer showing how economic decision-making has changed over time in a given nation of Africa or Asia. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 10: The learner will analyze economic relationships in Africa and Asia.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.1 | Describe the effects of interdependence on economies in Africa and Asia. | 10.1.1 | Gather information about trade among nations of Africa and Asia and other areas of the world and identify major commodities or products traded. |
| | | 10.1.2 | Complete a map showing amount and direction of trade among nations of Africa and Asia and other world areas. Make inferences about the possible effects of grade on economies of Africa and Asia. |
| | | 10.1.3 | Given a commodity such as oil, copper, or phosphate, describe orally or in writing the effects on African or Asian economies should the commodity no longer be traded. |
| 10.2 | Assess causes and effects of increasing international interdependence. | 10.2.1 | Create a graphic organizer or map showing the sources of raw materials used in the production of an item such as a chocolate candy bar. Using this example, brainstorm reasons why international economic interdependence is increasing. |
| | | 10.2.2 | On a map show continuing trading relationships between African and Asian nations and former colonial powers in the area. State reasons for the continuation of these ties and suggest some effects. |
| | | 10.2.3 | Given examples of trade between African and Asian nations and other world areas, state reasons for the trade and create a graphic organizer suggesting some effects of such economic interdependence. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 10: The learner will analyze economic relationships in Africa and Asia.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.3 | Evaluate the influence of inventions, discoveries, and innovations on economic interdependence. | 10.3.1 | Generate a list of inventions, discoveries, and innovations that have changed economies and ways of living in Africa and Asia. Select one from the list and create a graphic organizer or write a paragraph showing its influence on economic interdependence and ways of living. |
| | | 10.3.2 | Examine information on transportation routes in and among African and Asian nations and other world areas. In a brief paragraph, suggest their influence on economic interdependence. |
| | | 10.3.3 | Select an invention or innovation, and create a graphic organizer or write a paragraph to describe its influence, both positive and negative, on the economy of a nation of Africa or Asia. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 11: The learner will analyze changes in ways of living over time and assess the impact of these changes.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.1 | Describe and analyze changes which have occurred in ways of living in Africa and Asia. | 11.1.1 | Use a series of pictures depicting ways of living at different times in Africa and Asia to identify and describe changes that have occurred. |
| | | 11.1.2 | Given a list of examples of change in Africa or Asia, code the changes on the list as economic, political, or social, or any combination of these. |
| | | 11.1.3 | Select a change in ways of living in Africa and/or Asia and create a graphic organizer showing causes and effects of the change. |
| 11.2 | Identify examples of cultural transmission and interaction within and among regions in Africa and Asia. | 11.2.1 | Select an idea or phenomenon that began in a single area of Africa or Asia and that influences a large area today. Trace its growth on a timeline or other visual device. |
| | | 11.2.2 | Make a list of colonial influences that are still seen in Africa and Asia today. |
| | | 11.2.3 | Role-play situations of persons unfamiliar with each other's culture (e.g., an Indian learning the table manners of another society). Make inferences about how people from different cultures learn to interact. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 11: The learner will analyze changes in ways of living over time and assess the impact of these changes.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.3 | Judge the effect of change on the lives of people in Africa and Asia. | 11.3.1 | Analyze the effects of urbanization on traditional extended family organizations in Africa or Asia. Report findings in a chart or brief essay. |
| | | 11.3.2 | Assume the role of a resident of one of the following nations and write a letter to a friend reflecting on recent changes in your society. Cite the effects of change on personal life and relationships.<br>a. China<br>b. Saudi Arabia<br>c. South Africa<br>d. the Philippines |
| | | 11.3.3 | Assume the role of a teenager in a nation of Africa or Asia. Select one of the following changes and write a letter to a friend describing how you and your family have been affected by the change.<br>a. air travel<br>b. computers<br>c. political independence<br>d. the decline of Communism<br>e. AIDS |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 12: The learner will trace developments in the history of African and Asian nations and judge their impact on the lives of people today.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 12.1 Identify people, symbols, and events associated with the heritage of African and Asian societies. | 12.1.1 Using the flags of selected nations of Africa and Asia, explain their symbolic representations. |
| | 12.1.2 Brainstorm a list of people associated with various nations of Africa and Asia. Identify those people as being of political, religious, economic, or social importance. |
| | 12.1.3 Generate a list of important events in the history of African or Asian nations; place the events in chronological order; cite the location(s) where the events occurred; and state the importance of each. |
| 12.2 Associate an event or phenomenon in the history of African and Asian societies with current situations or practices. | 12.2.1 Prepare a role-play demonstrating how an historic event influences the lives of African and/or Asian citizens today. |
| | 12.2.2 Trace the roots of a current situation or practice (e.g., apartheid, the status of women, dress) in a timeline or brief essay. |
| | 12.2.3 Given a past event or phenomenon in an African or Asian society (e.g., colonialism in India), create a graphic organizer showing the influence of the event or phenomenon on life in that society today. |

# SOCIAL STUDIES

## GRADE LEVEL: Seven

## COMPETENCY GOAL 12: The learner will trace developments in the history of African and Asian nations and judge their impact on the lives of people today.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 12.3 | Trace an economic, political, or social development through the history of Africa or Asia, judge its impact, and predict future changes. | 12.3.1 | Classify a list of events as economic, social, political, or any combination of these. |
| | | 12.3.2 | Create a timeline tracing one development (e.g., the spread of Islam, anti-colonialism) through history. Write a brief essay judging its positive and negative effects on the lives of people and predicting logical future changes. |
| | | 12.3.3 | Given the current status of an economic, social, or political development (e.g., individual freedom in China, race relations in South Africa), create a graphic organizer predicting logical future changes. |

# SOCIAL STUDIES

## INTRODUCTION TO GRADE EIGHT: NORTH CAROLINA, THE HISTORY OF AN AMERICAN STATE

Eighth grade students examine the role of North Carolina in the history of the American nation. Their study spans the national experience, beginning with the founding of the Carolina colony and reaching into contemporary times. As they examine North Carolina's development, students will find it most profitable to place the state within the context of the larger national history since our state, as one of the original thirteen, has shared the entirety of the national experience.

In their study of North Carolina as an American state, students encounter the personalities, localities, and events which have given North Carolina a distinctive place in the nation. Additionally, they analyze those phenomena that have linked North Carolina so closely to the national experience—the struggle for independence, the establishment and development of a national government and economy, the reform of the economic and social order, and the Civil War and foreign wars.

Students of North Carolina: The History of an American State engage in their first study largely devoted to the discipline of history. Their instruction emphasizes the method and value of historical study as a way of learning about people. Because the history of North Carolina has been so influenced by its particular geography, students begin their study of state history by applying such geographic concepts as location and region to North Carolina. As they proceed through the study, they return to these concepts, examining their application even in contemporary life. Constitutional concepts and a focus on the changing roles of state and national government are other essential and continuing themes.

Eighth graders acquire information from a wide variety of sources including appropriate primary source documents. As they engage in such activities as interviewing senior citizens or military veterans, they polish their skills of information acquisition. When eighth grade students use information to make judgments about historic events or personalities or to make decisions about issues and problems facing the state today, they practice and hone decision-making skills. When students read diaries of textile mill workers or assume the roles of persons very different from themselves, they are led to make less stereotyped judgments and to perceive diversity. Finally, as they engage in real civic activity in the school and community setting, they move toward those skills of civic participation so necessary to our society.

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 1: The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Determine the absolute and relative location of physical and cultural features. | 1.1.1 | Locate North Carolina on a map of the United States and identify the body of water and states that border the state. |
| | | 1.1.2 | Draw an outline map of the local county showing borders, neighboring counties, and prominent physical features. |
| | | 1.1.3 | When given the names of specific towns, cities, and counties, locate them using latitude and longitude. |
| 1.2 | Describe the physical and cultural aspects of North Carolina places. | 1.2.1 | On a blank map of North Carolina show the location of the geographic regions (Coastal Plain, Piedmont, and Mountain). Describe the North Carolina geographic regions in terms of the following:<br>a. elevation<br>b. soils<br>c. vegetation<br>d. relative size<br>e. climate |
| | | 1.2.2 | Describe the climate of North Carolina and the southeast United States and its effects on agriculture and industry and determine the following geographic influences:<br>a. elevation<br>b. proximity to the ocean<br>c. prevailing winds |
| | | 1.2.3 | Create a chart to illustrate the location of the source and mouth of rivers which run through North Carolina. Determine the political or economic impact these rivers have had on the state. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 1: The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.3 | Analyze ways North Carolinians have modified, used, and adapted to the physical environment. | 1.3.1 | Using visual and written primary sources, trace the modification by North Carolinians of the physical environment in daily life, work, communication, and travel. |
| | | 1.3.2 | Create a timeline or graphic organizer tracing a change in the use of the physical environment. |
| | | 1.3.3 | Conduct research and create a written product (mini research paper, skit, poem) tracing use, modification, or adaptation to the physical environment. |
| 1.4 | Trace changes in the movement of people, ideas, and goods at different periods throughout North Carolina history. | 1.4.1 | Write a position paper showing the viewpoint of a Piedmont manufacturer or farmer defending the use of South Carolina seaports to distribute goods. |
| | | 1.4.2 | Create a visual to explain how hazards in the "Graveyard of the Atlantic" affected early trade, settlement, and movement patterns in North Carolina. |
| | | 1.4.3 | Conduct interviews with peers, parents, and grandparents to determine movement patterns within North Carolina and other states. Write a paper analyzing this information and drawing conclusions from data gathered. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 1: The learner will assess the influence of geography on the economic, social, and political development of North Carolina.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.5 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina. | 1.5.1 Using one of the five themes of geography as a framework for study, explain how location, place, human/environment interactions, movement or regions have contributed to the development of North Carolina and the nation. |
| | 1.5.2 Choose a region of North Carolina and prepare a travel brochure describing tourist attractions, entertainment, and cultural attractions. |
| | 1.5.3 Create a map or graphic organizer identifying economic, social, or political institutions in each North Carolina region. Draw inferences and make comparisons. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 2: The learner will evaluate the effects of early contacts between various European nations and Native Americans.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Identify Native American cultures and evaluate their contributions to North Carolina culture. | 2.1.1 When given a blank map of North Carolina, identify and label Native American groups which controlled specific regions in the colonial period. |
| | 2.1.2 Brainstorm a list of contributions of North Carolina Indian cultures; classify the contributions; evaluate their enduring effects on the larger North Carolina culture. |
| | 2.1.3 Using a writing format such as a diary or letter, describe and evaluate American Indian contributions from either an American Indian or European point of view. |
| 2.2 Describe and explain differences between Native Americans and Europeans in their attitudes toward the use of natural resources. | 2.2.1 List resources available to Native Americans and categorize them according to their use (e.g., animal skins for clothing, grass rushes for mats). |
| | 2.2.2 Using primary resources such as John White's drawings of coastal Algonquians, describe how resources were used and formulate hypotheses regarding the relationship between the Algonquian culture and its environment. |
| | 2.2.3 Create a graphic organizer comparing Native American and European attitudes toward the land. Summarize differences. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 2: The learner will evaluate the effects of early contacts between various European nations and Native Americans.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.3 | Describe the influence of trading contacts on relations between Native Americans and Europeans in North America. | 2.3.1 | Brainstorm a list of consequences of trade between various groups of American Indians and Europeans. Categorize the list as positive, negative, and neutral. |
| | | 2.3.2 | Write a paper evaluating the effects of trade between Europeans and Native Americans in colonial North America. |
| | | 2.3.3 | Draw a cartoon describing the middleman position of the Tuscaroras in trade between coastal areas and the Piedmont. |
| 2.4 | Describe and distinguish among early European explorations in North America. | 2.4.1 | Generate a list of examples of exploration activity; categorize them as Spanish, French, or British. |
| | | 2.4.2 | Write a paper describing how North Carolina might be different today if Spain or France had colonized our state. |
| | | 2.4.3 | Identify and analyze the apparent motives of the English, French, and Spanish colonies in the Western Hemisphere (e.g., to search for gold in the southwestern mountains of North Carolina in 1540). |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 3: The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Locate important European settlements in North America and delineate reasons for their settlement. | 3.1.1 | Brainstorm, in small groups or collectively, a list of criteria judged by the teacher to be comprehensive for establishing a colonial settlement (e.g. proximity to water, protection from hostile groups, availability of food). |
| | | 3.1.2 | Using an appropriate map, locate major colonial towns and compare them with criteria for selecting sites for a colonial settlement. |
| | | 3.1.3 | Create a drama or role play depicting the survival of the Jamestown Colony as compared to the Roanoke colony. |
| 3.2 | Judge the importance of physical geography in the European settlement of North America. | 3.2.1 | Using a physical map of the South Atlantic Coast and a map showing exploration routes, identify specific geographic features which impeded or facilitated exploration in North Carolina. |
| | | 3.2.2 | Draw a map or construct a model depicting exploration routes in North Carolina. |
| | | 3.2.3 | Assuming the role of an early explorer in North Carolina, write a letter to a friend detailing the journey emphasizing geographic features encountered and their impact on travel. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 3: The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.3 | Analyze the influence of various groups on colonial life in America. | 3.3.1 | Develop a listing of European groups in North Carolina by 1763; locate their area of influence on a map of North America. |
| | | 3.3.2 | When given the names of specific European groups settling in North America prior to 1763, cite major contributions made by that group to colonial life. |
| | | 3.3.3 | Write a paper identifying ways in which life might be different in North Carolina today without the contributions of specific European groups. |
| 3.4 | Identify and assess the role of prominent colonial figures. | 3.4.1 | Match a list of the names of individuals with their achievements and/or contributions. |
| | | 3.4.2 | Generate a list of names of individuals prominent in colonial North America; describe their notable activities and/or contributions. |
| | | 3.4.3 | Brainstorm a list of important characteristics of effective leadership. Apply these qualities to colonial governors, military leaders, Lords Proprietors, and Native American leaders. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 3: The learner will analyze important economic, social, religious, and political aspects of life in colonial North America.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.5 | Assess the role of ethnic, racial, and religious minorities in colonial society. | 3.5.1 | Identify the colonies established primarily on the grounds of religious freedom; research selected religious groups involved. On a map of Colonial America, trace the immigration into North Carolina of groups seeking religious freedom. |
| | | 3.5.2 | Assume the role of one of the following early North Carolinians and write a letter describing your new home to relatives left behind in Europe or Africa:<br>a. Quaker<br>b. African American<br>c. Scotch-Irish<br>d. Huguenot<br>e. Swiss<br>f. German |
| | | 3.5.3 | Develop lists of contributions made to life in colonial North Carolina by various ethnic and religious groups. Working individually or in task groups, develop and perform skits illustrating an understanding of various contributions. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 4: The learner will trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Assess the degree of economic and political control exercised from London throughout the colonial period. | 4.1.1 Construct a time line emphasizing major events occurring in colonial North Carolina and America prior to 1763. |
| | 4.1.2 From the viewpoint of an individual in the Albemarle or Cape Fear region, write to one of the Lords Proprietors expressing your opinion on a controversial colonial issue (e. g., selection of a governor, the Navigation Acts). |
| | 4.1.3 Assume the role of a western settler in 1763, develop a list of grievances against the colonial government, and propose specific measures for the protection of the western frontier. |
| 4.2 Elaborate on the major reasons for the American Revolution. | 4.2.1 Develop a list of specific events in the Revolutionary Era; construct a time line emphasizing North Carolina's role in the national struggle. |
| | 4.2.2 Generate a list of reasons for the Revolution; distinguish immediate and long-term causes. |
| | 4.2.3 Drawing upon the data contained in the time lines and from other sources, write an essay assessing the importance of North Carolina's contribution to the Revolutionary War. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 4: The learner will trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.3 Judge the role of prominent Revolutionary Era leaders. | 4.3.1 Generate a list of prominent North Carolina and Revolutionary Era leaders and justify their selection in a one sentence statement. |
| | 4.3.2 When given a list of prominent individuals from the Revolutionary Era, categorize them as one or more of the following: (M) Military; (P) Political; (T) Tory; or (R) Rebel.<br>a. Josiah Martin<br>b. Governor Tryon<br>c. Cornelius Harnett<br>d. Richard Caswell<br>e. Nathanael Greene<br>f. Lord Cornwallis<br>g. George Washington<br>h. Benjamin Franklin<br>i. The Marquis de Lafayette<br>j. Thomas Jefferson |
| | 4.3.3 Select a prominent revolutionary leader; conduct research using various types of resources; write a paper evaluating the significance of the individual's contributions. |
| 4.4 Compare the Halifax Resolves and the Declaration of Independence. | 4.4.1 Given a series of revolutionary events, place the Halifax Resolves and the Declaration of Independence in the proper chronological relationship. |
| | 4.4.2 Write an essay comparing ideas expressed in the Halifax Resolves and the Declaration of Independence. |
| | 4.4.3 Role play events leading to and including the writing of the Halifax Resolves. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 4: Trace causes and evaluate effects of major events and personalities of the Revolutionary War Era.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.5 | Cite the significance of Revolutionary battles fought in North Carolina and their effect on the outcome of the war in other colonies. | 4.5.1 | Construct a map of Revolutionary America illustrating major battles and skirmishes in North Carolina. |
| | | 4.5.2 | Select an appropriate map and identify physical features which impeded or facilitated the progress of military forces operating in or moving through North Carolina. |
| | | 4.5.3 | List major battles and skirmishes which occurred in North Carolina. Select one and write an essay describing the outcome and evaluating its significance to the revolutionary effort overall (e.g., Battle of Moore's Creek Bridge solidified the Patriots' cause, discouraged the Loyalists, and contained the fighting in the North for over three years). |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 5: The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Assess the severity of problems faced by the new nation and its people after independence was won. | 5.1.1 From a general list of common postwar problems such as weak currency, a poor internal transportation system, and political instability, identify those most important to North Carolina. |
| | 5.1.2 Generate a list of postwar problems; rank them according to severity, and propose immediate and long-range solutions to them. |
| | 5.1.3 In a mock session of the North Carolina General Assembly, assume the role of a prominent postwar leader and draft, introduce, and debate legislation addressing key postwar problems. |
| 5.2 Analyze strengths and weaknesses of North Carolina government under the Articles of Confederation. | 5.2.1 Given a series of possible governmental powers, determine which could and could not be exercised by the national government under the Articles of Confederation (e.g., the power to declare war, print money, set standards of measure and weight, and tax). |
| | 5.2.2 Assume the roles of western settlers and debate the advantages and disadvantages of forming an independent state. |
| | 5.2.3 Determine existing national and state problems during the postwar period; draw a series of political cartoons for a North Carolina newspaper. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 5: The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.3 | Analyze the arguments of prominent North Carolinians for and against the ratification of the Constitution of the United States. | 5.3.1 | Write a letter to the editor of a state newspaper urging ratification or defeat of the new Federal Constitution. Support arguments with appropriate evidence. |
| | | 5.3.2 | Given political issues of the time, compare and contrast the views of Federalists (Conservatives) and Anti-Federalists (Radicals). Prepare a position paper in support of either the Federalists or Anti-Federalists giving reasons for your position. |
| | | 5.3.3 | Generate a list of postwar party leaders, classify them as Republican or Federalist, and describe their major contributions to postwar North Carolina. |
| 5.4 | Analyze the strengths and weaknesses of the government framed by the Constitution of the United States, noting the extent to which liberties were granted to various groups. | 5.4.1 | Classify a list of governmental powers as (L) Legislative, (J) Judicial, or (E) Executive powers. A similar classification could be made for federal and state powers. |
| | | 5.4.2 | Given a listing of powers for the new Federal Government, analyze the major arguments for and against their inclusion in the Federal Constitution. A list might include the following:<br>a. system of checks and balances<br>b. two houses of Congress<br>c. separation of powers<br>d. the Electoral College |
| | | 5.4.3 | Role- play members of the Constitutional Convention debating one of the major compromises. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 5: The learner will assess the impact of major events, problems, and personalities of North Carolina and the new nation.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.5 | Judge the causes and results of the War of 1812. | 5.5.1 | Given a list of prominent national and North Carolina citizens, identify and discuss some contributions each made to the war effort. |
| | | 5.5.2 | Write a position paper detailing the impact of the War of 1812 nationally, using specific examples from North Carolina. |
| | | 5.5.3 | Assume the role of an emigrant, select a writing format such as a diary or letter, and explain reasons for leaving North Carolina in the years following the War of 1812. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 6: The learner will assess the role of North Carolina in events of the Antebellum Era.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|

**6.1** Describe the reform movements of the era and judge the extent of North Carolina's participation in them.

**6.1.1** Contribute to a list of issues or problems facing North Carolina and complete the following:

| *Issue/ Problem* | *Planned Respose* | *Intended Results* |
|---|---|---|
| Poor internal transportation | Murphey's Plan | Finance commerce through state ports, enhance farming and industry, unite East and West |
| Education | | |
| Care for Mentally Ill | | |

**6.1.2** Using a list of national reform movements, describe the extent of North Carolina's participation in each.

**6.1.3** In a mock session of the General Assembly, debate the merits of Murphey's plan.

**6.2** Judge the significance of an emerging two-party system in antebellum North Carolina.

**6.2.1** Trace the development of the two-party system in North Carolina using a timeline format.

**6.2.2** Select one of the presidential candidates in the 1824 election and write a position paper expressing reasons for the choice.

**6.2.3** Design and present an advertising campaign convincing North Carolina citizens to join the new Whig Party or remain loyal to the Democratic Party.

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 6: The learner will assess the role of North Carolina in events of the Antebellum Era.

| | OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|---|
| 6.3 | Analyze the effects of the Constitutional Convention of 1835 on the economic, social, and political life of North Carolina. | 6.3.1 | List the major defects of North Carolina's 1776 Constitution and describe their political, economic, and social effects. |
| | | 6.3.2 | Using excerpts from the Constitution before and after 1835, write a paragraph comparing one of the following in each Constitution:<br>a. provisions for suffrage<br>b. apportionment for representation<br>c. qualifications for office<br>d. separation of powers<br>e. checks and balances. |
| | | 6.3.3 | Perform dramatic skits depicting major reforms which followed the revision of the Constitution in 1835 (e.g., founding of the School for the Deaf). |
| 6.4 | Describe the history and status of minorities and women in the antebellum period. | 6.4.1 | Generate a list of the names of prominent minorities and women in North Carolina; describe their notable activities and contributions to North Carolina and the United States. |
| | | 6.4.2 | Using a map showing the slave population of North Carolina, write an essay predicting how various sections of the state would respond to issues related to slavery. |
| | | 6.4.3 | Assume the role of one of the following. Select a writing format such as a journal or exchange of letters, and react to Nat Turner's rebellion in 1831.<br>a. a small farmer in Bertie County<br>b. a factory worker in Alamance County<br>c. a free black artisan in Cumberland County<br>d. a peddler in Bladen County |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 7: The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Trace the development of sectionalism in North Carolina and the nation, and analyze the influence of slavery on this phenomenon. | 7.1.1 | Construct a graphic organizer or write a paragraph describing the growth of sectionalism in North Carolina. |
| | | 7.1.2 | Construct a multi-dimensional time line comparing events in North Carolina to important national events or crises related to sectionalism. |
| | | 7.1.3 | Debate the topic: Slavery caused sectionalism. |
| 7.2 | Describe the efforts of individuals and groups in North Carolina to promote or prevent the dissolution of the Union. | 7.2.1 | Develop a list of prominent state and national leaders; categorize their political affiliation and identify their positions on significant issues of the day. |
| | | 7.2.2 | Chart the series of events which led to the final onset of secession. Write a letter to the editor proposing alternative actions which might have prevented the war. |
| | | 7.2.3 | Assume the role of prominent officials or ordinary citizens and role-play reactions to one of the following:<br>a. the Lincoln-Douglass Debates<br>b. "Bleeding Kansas"<br>c. the Dred Scott Decision<br>d. John Brown's Raid on Harper's Ferry<br>e. the Election of 1861<br>f. the firing on Fort Sumter |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 7: The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Analyze relationships between the governments of North Carolina and the Confederate States of America in terms of North Carolina's contributions to the war effort. | 7.3.1 | Compile a list of grievances against the government of the Confederate States of America; assume the role of a North Carolina citizen and petition President Davis for relief. |
| | | 7.3.2 | Write a paper comparing the leadership style of Governor Vance of North Carolina with that of President Davis of the Confederacy. |
| | | 7.3.3 | Gather and analyze data from the local community and other sources and prepare an oral presentation on North Carolina's contribution to the war effort. |
| 7.4 | Describe strategic strengths and weaknesses of Confederate, Union, and border states. | 7.4.1 | Using appropriate demographic, industrial, and agricultural data, construct maps or bar graphs depicting the distribution of strategic resources. |
| | | 7.4.2 | From information about the strategic balance between the forces of the Union and Confederate States of America, write a letter from Governor Vance to President Davis suggesting significant contributions which North Carolina could make to the Confederate cause. |
| | | 7.4.3 | Create pictorial representations of the advantages and disadvantages of the Northern and Southern states at the onset of the Civil War. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 7: The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.5 Identify and assess the impact of major Civil War campaigns and battles on life in North Carolina. | 7.5.1 Given a list of Civil War battles/ campaigns, identify those in North Carolina, and construct a map illustrating the geographic areas affected |
| | 7.5.2 Select a specific battle or campaign and write a paragraph describing its impact on the following:<br>a. Union, Confederate, and North Carolina productive capacities, and<br>b. civilian populations of the Union and Confederacy. |
| | 7.5.3 Assume the role of one of the following and write several journal entries or letters to a friend discussing personal reactions to Civil War campaigns and battles:<br>a. a slave on a large tobacco plantation<br>b. a homemaker on a subsistence farm in the mountains<br>c. the owner of a factory in the Piedmont<br>d. a young girl with a brother in Lee's army<br>e. a fifteen year-old-boy who fears being drafted |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 7: The learner will trace the causes and events and judge the effects of Civil War and Reconstruction on North Carolina.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.6 | Analyze similarities and differences between Presidential and Congressional plans for reconstructing the Union and assess their impact on various groups in North Carolina. | 7.6.1 | Using specific criteria (e.g., status of former slaves, readmission of states to the Union, punishment of Confederate leaders), complete a chart comparing Presidential and Congressional Plans for Reconstruction |
| | | 7.6.2 | Select a written or dramatic format to portray the effects of Reconstruction policies on North Carolina life (e.g., race relations, political parties, education, industrial development). |
| | | 7.6.3 | Write a brief essay on how life in North Carolina might have been different had Abraham Lincoln not been assassinated. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

**COMPETENCY GOAL 8: The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late Nineteenth Century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Describe basic business organizations developed in the late nineteenth century and assess their impact on North Carolina. | 8.1.1 | Identify North Carolina examples of the following business forms and prepare a graphic representation to illustrate some advantages and disadvantages of each:<br>a. single proprietorship<br>b. partnership<br>c. corporation<br>d. monopoly |
| | | 8.1.2 | From a list of technological advances, select one and evaluate its impact on industrial development in North Carolina (i. e., electricity, automobiles, mass production). |
| | | 8.1.3 | Role play aspects of life in "company towns" in North Carolina during the period. |
| 8.2 | Describe the national significance of industrialization and rapid population growth and contrast these phenomena to events in North Carolina and the South. | 8.2.1 | Use census and other data to construct graphs showing industrial and population growth in the United States. Compare to similar information about North Carolina and make inferences about reasons for differences. |
| | | 8.2.2 | Simulate a town meeting called to propose ways to encourage industrial growth in North Carolina. |
| | | 8.2.3 | When given demographic data, construct a graphic organizer and interpret changes in population patterns in North Carolina emphasizing the following:<br>a. changing occupations<br>b. urban expansion/rural decline<br>c. population distribution |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 8: The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late Nineteenth Century.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Evaluate the influence of nationally prominent industrial and business leaders on life in North Carolina and the nation. | 8.3.1 | Generate a list of prominent industrial and business leaders and write brief descriptions of their notable activities and/or contributions. Lists might include the following representative examples:<br>a. George Vanderbilt<br>b. James B. Duke<br>c. R. J. Reynolds<br>d. Moses Cone<br>e. Andrew Carnegie |
| | | 8.3.2 | Research the life of a prominent individual; suggest how life in America would be different today without the contributions of that person. |
| | | 8.3.3 | Select an individual for a North Carolina/United States Business and Industrial Hall of Fame; identify the individual's notable achievements; prepare a speech recommending induction to the Hall of Fame. |
| 8.4 | Describe the political climate and the changing alignments of political parties and judge their effects on North Carolina and the nation. | 8.4.1 | Chart differences among Populists, Republicans, and Democrats at state and national levels. |
| | | 8.4.2 | Role play some concerns of farmers and the reactions of political parties to those concerns. |
| | | 8.4.3 | Write a newspaper editorial expressing conservative Democratic views concerning the problems of farmers. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 8: The learner will evaluate the effects of national economic, social, and political change on North Carolina and the South in the late Nineteenth Century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.5 Analyze the factors that promoted and sustained racial segregation in North Carolina and the South. | 8.5.1 Compose a list of methods used to accomplish disenfranchisement and rank those methods as to their effectiveness. |
| | 8.5.2 List and briefly describe areas of life that were racially segregated. |
| | 8.5.3 Select one area of segregation for in-depth study followed by oral or written analyses. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 9: The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Describe the growth of educational opportunity as it affected all citizens in the state and nation. | 9.1.1 | Write a biographical sketch of a leading national or state figure emphasizing contributions to public education. |
| | | 9.1.2 | Assume the role of one of the following and describe in writing educational opportunities available to you:<br>a. the daughter of a small farmer in Eastern North Carolina<br>b. the son of a textile millworker in a small Piedmont town<br>c. the child of an African American domestic worker in a large city<br>d. the child of a banker in a small town |
| | | 9.1.3 | Construct a multi-dimensional time line illustrating milestones in the development of the State's public school and higher education systems. |
| 9.2 | Analyze the role of the state in World War I within the context of the national war effort. | 9.2.1 | Assume the role of a soldier in artillery training and write a letter home describing your daily routine and your thoughts about going to war. |
| | | 9.2.2 | Consult old newspapers and other sources to learn about the role of North Carolinians in the war effort, and present findings in an audiovisual or written format. |
| | | 9.2.3 | Create a graphic organizer depicting the role of North Carolina in the general war effort. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 9: The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.3 Trace pressures for and results of Constitutional amendments of the period for both the state and nation. | 9.3.1 Develop pro and con arguments regarding the ratification of the Nineteenth Amendment and conduct a simulated session of the North Carolina General Assembly to consider the amendment. |
| | 9.3.2 Assume the role of a proponent or opponent of the Eighteenth Amendment and perform one of the following tasks:<br>a. Write an editorial arguing for ratification or defeat<br>b. Write letters to the editor favoring or refuting the editorial position of the newspaper<br>c. Draw an editorial cartoon depicting a point of view |
| | 9.3.3 Research the concerns of both factions in the national debate over one of the following:<br>a. Prohibition<br>b. the graduated income tax<br>c. the direct election of United States Senators<br>Report findings in oral or written form. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 9: The learner will judge the effects of progressivism, war, and religious controversy on North Carolina.

<table>
<tr><th colspan="2">OBJECTIVES</th><th colspan="2">SAMPLE MEASURES</th></tr>
<tr><td>9.4</td><td>Assess the extent to which North Carolina participated in the reforms of the Progressive Era.</td><td>9.4.1</td><td>Generate a list of reform efforts of the Progressive era and use the list to complete the following chart:
<table>
<tr><th><em>Reform Effort</em></th><th><em>Intended Results</em></th><th><em>NC Participation</em></th></tr>
<tr><td>Child labor<br>Municipal government</td><td></td><td></td></tr>
</table></td></tr>
<tr><td></td><td></td><td>9.4.2</td><td>Draw a series of cartoons or conduct a series of role-plays depicting Progressive Era concerns and reform efforts.</td></tr>
<tr><td></td><td></td><td>9.4.3</td><td>Select an issue or problem in North Carolina during the Progressive Era, suggest alternative solutions to the problem or issue, and write a position paper endorsing a particular solution.</td></tr>
<tr><td>9.5</td><td>Judge the effects of religious controversy and social change on North Carolina and the nation.</td><td>9.5.1</td><td>Brainstorm changes that occurred as North Carolina and the nation moved from an agrarian to an industrial society; list and categorize changes. Make inferences about similarities between North Carolina and the nation.</td></tr>
<tr><td></td><td></td><td>9.5.2</td><td>Select one example of religious controversy or social change affecting North Carolina, investigate the change and its causes and effects, and present findings in graphic format. Examples of change include the following:<br>a. the evolution controversy<br>b. the "Good Roads Movement"<br>c. higher education<br>d. organized labor</td></tr>
<tr><td></td><td></td><td>9.5.3</td><td>Write a persuasive essay on the topic: "____________ was the most important social controversy in North Carolina in the period."</td></tr>
</table>

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 10: The learner will judge the extent to which North Carolina and the Nation shared in the problems of the Great Depression and World War II.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| **10.1** Link economic conditions in North Carolina to those national and international conditions that brought about the Great Depression. | **10.1.1** Construct a "fish bone" diagram depicting causes of the Great Depression. |
| | **10.1.2** Construct a multidimensional time line paralleling events and conditions in North Carolina and the nation from 1920 to the onset of the Great Depression. |
| | **10.1.3** Assume the role of an unemployed textile worker and write a letter to President Hoover proposing specific ways for restoring the economic health of the textile industry. |
| **10.2** Assess the impact of New Deal reforms on economic, social, and political life in North Carolina and the nation. | **10.2.1** Construct a graphic representation to classify relief, recovery, reform, and conservation and energy efforts in North Carolina. Make any appropriate inferences about similarities and differences between North Carolina and the nation. |
| | **10.2.2** Assume the role of one of the following and write a letter to a friend describing the effects of the New Deal on your life:<br>a. banker<br>b. owner of a large farm<br>c. sharecropper or tenant farmer<br>d. electric power company executive |
| | **10.2.3** Create graphic organizers showing the growth of federal and state governments resulting from the New Deal. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 10: The learner will judge the extent to which North Carolina and the Nation shared in the problems of the Great Depression and World War II.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.3 Analyze the reasons for the involvement of the United States in World War II and describe North Carolina's contributions to the war effort. | 10.3.1 Generate a list of reasons why World War II was fought and why the United States became involved in the conflict. Rank the reasons in order of their importance and justify the ranking.<br>10.3.2 Select one reason why the United States was involved in the war and create a graphic organizer analyzing the reason.<br>10.3.3 Make a chart such as the following to show United States and North Carolina contributions to the war effort: |

| *Contribution* | *United States* | *North Carolina* |
|---|---|---|
| Agriculture | | |
| Industry | | |
| Military Service | | |
| Women | | |
| African Americans | | |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 10: The learner will judge the extent to which North Carolina and the Nation shared in the problems of the Great Depression and World War II.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.4 | Explain the impact of the war on various segments of North Carolina society and on the political life of the state. | 10.4.1 | Describe the impact of the war on the political life of North Carolina. |
| | | 10.4.2 | Select one of the following, conduct interviews if possible, and write journal entries or letters describing the personal impact of the war:<br>a. a soldier, sailor, or airman<br>b. the owner of a small farm<br>c. a homemaker in a small town<br>d. a female worker in a textile mill |
| | | 10.4.3 | Write a paper evaluating the effects of the G. I. Bill on North Carolina. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

**COMPETENCY GOAL 11: The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.1 | Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina. | 11.1.1 | Generate a list of important social and religious changes affecting the people of the United States and North Carolina; rank them in order of their importance to North Carolinians, and justify rankings. |
| | | 11.1.2 | Select from literary sources (plays, poems, or songs), passages which accurately express important social changes affecting the people of the state and nation. |
| | | 11.1.3 | Interview an individual living in 1946, and compose a biographical sketch, song, poem, or collage depicting social change from the viewpoint of that person. |
| 11.2 | Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation. | 11.2.1 | Using written, oral, or graphic means, describe the effects of specific innovations on the economy and lifestyle of people in North Carolina. |
| | | 11.2.2 | List possible innovations of the future, and predict the economic, social, and political consequences of those innovations. |
| | | 11.2.3 | Write a letter to the editor arguing that a specific innovation (e.g., nuclear power, television, computers) has had a positive/negative effect on quality of life in North Carolina. |

# SOCIAL STUDIES

## GRADE LEVEL: Eight

## COMPETENCY GOAL 11: The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.3 | Evaluate the major changes and events that have affected the roles of local, state, and national governments. | 11.3.1 | Generate a list of important political changes in the last fifty years. Classify them as being state, regional, national, or international phenomena. |
| | | 11.3.2 | Select a political change and create a graphic organizer depicting the effects of the change on the following:<br>a. the elderly<br>b. African Americans<br>c. women<br>d. Native Americans<br>e. children and youth |
| | | 11.3.3 | Write a position paper evaluating the impact of the Cold War on North Carolina. |

# SOCIAL STUDIES

**GRADE LEVEL: Eight**

**COMPETENCY GOAL 11: The learner will judge the continuing significance of social, economic, and political changes since 1945 and draw conclusions about their effects on contemporary life.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.4 Trace major events in the Civil Rights Movement and determine how this movement has changed the lives of North Carolinians. | 11.4.1 Construct a timeline or other graphic representation tracing major aspects of the Civil Rights movement. |
| | 11.4.2 Select one of the following and create a graphic organizer showing its causes and effects for North Carolinians:<br>a. Brown v. Board of Education<br>b. the Greensboro sit-ins<br>c. the Pearsall Plan<br>d. the Civil Rights Laws of 1964 and 1965 |
| | 11.4.3 Assume the role of one of the following and write a letter of welcome to an incoming foreign visitor describing how the Civil Rights Movement has affected the lives of people in your position:<br>a. an eighth grader in public schools<br>b. a candidate for state-wide political office<br>c. the owner or operator of a motel or restaurant<br>d. an enlisted person stationed at a North Carolina military base |
| 11.5 Analyze the role of religious pluralism in contemporary economic, social, and political life. | 11.5.1 Examine graphs, charts, and other data showing the growing diversity of religious beliefs in the United States and North Carolina. Summarize findings in writing. |
| | 11.5.2 Make hypotheses from summaries in 11.5.1 (above). |
| | 11.5.3 Assume that present trends toward religious diversity continue. Write a description of economic, political, and social life in North Carolina in the year 2050. |

## INTRODUCTION TO THE SECONDARY SOCIAL STUDIES PROGRAM

In secondary school (grades 9-12), students polish and deepen their understanding of history and the social sciences. Following the essentially geographic perspective of grades four through seven, the secondary social studies program builds upon the formal historical study of grade eight with formal study of the history of the United States; links economics and political science (government) in a course intended to provide students with the knowledge, skills, and habits of mind to enter effectively into adult citizenship; offers several perspectives for world study; and suggests a variety of social studies electives.

Through their study of the Economic, Legal, and Political Systems in Action, students consider basic economic concepts, economic institutions, and reasoned approaches for analyzing economic problems, actions, and policies. Political, governmental, and legal topics in the ninth grade course engage students in an examination of the legal and political systems of our society leading to analysis of legal and political phenomena and problems.

The high school world studies program offers students, teachers, and curriculum planners three complementary but distinct approaches to the study of the world. World History examines the world through time, focusing on the historical development of phenomena, and the rise and fall of civilizations and their unique contributions to humanity. World Geography considers the earth from a spatial perspective, examining world areas through the five basic themes of geography: place, location, region, human-environmental interaction, and movement. World Cultures uses a cultural perspective, examining the peoples of the world through their cultural arrangements: their economic, social, and political institutions, their systems of values and beliefs, and their interactions with peoples unlike themselves and with the general global culture.

The study of United States History in high school builds on historical perspectives gained from the eighth grade study of North Carolina: The History of An American State and on economic and political perspectives gained from the study of The Economic, Legal, and Political Systems in Action. Studies in the world studies program will enable students to place the United States in a world context. Given these foundation studies, it is appropriate that this high school course in United States History emphasize the economic, social, and political developments of the twentieth century. In this context, the study of our nation's history concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the mere memory of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history".

The elective program in social studies consists of well-balanced offerings in history and the social sciences. The elective courses offered to students are designed to give them opportunities for pursuing areas of special interest, for preparing themselves for further study, and for completing high school graduation requirements in the area of social studies. Elective courses may vary in length; some may be year-long courses, while others may be one-semester courses.

In grades nine through twelve, students will refine their skills of information acquisition and use. They will acquire information from a variety of sources ranging from primary documents to computer searches and oral interviews. They will translate information from one medium to another as they develop and test generalizations. They will use information they have acquired to arrive at decisions and make judgments about a variety of social phenomena. Students' skills of self-management will be refined as they consider the perspectives of people from remote times and distant places. Finally, as students participate in civic activities built into their social studies experiences, they will gain the skills, habits, and attitudes essential for effective citizenship.

# SOCIAL STUDIES

## INTRODUCTION TO THE ECONOMIC, LEGAL, AND POLITICAL SYSTEMS IN ACTION

It is essential that students acquire economic and political knowledge and skills in order to become responsible and effective citizens in an interdependent world. They study about the Economic, Legal, and Political Systems in Action because they need a practical understanding of those systems that affect their lives as consumers and young adult citizens. The placement of this course is deliberately designed to enable students to avoid making costly mistakes as consumers, as operators of motor vehicles, and as adults in the eyes of the law.

Economic topics for study include basic economic concepts, economic institutions, and reasoned approaches for analyzing and evaluating economic problems, actions, and policies. As students examine economic topics and questions, they come to see themselves as both producers and consumers and as participants in both the national and global economy. When students realize that their personal economic decisions have consequences, they become more knowledgeable and responsible participants in the economic process.

When students examine the political and legal systems, they learn about their rights and responsibilities as citizens, the structure of the legal and governmental systems within which they live, and how these systems influence their own lives. The study enhances students' understanding of the origins, development, and main principles of the United States Constitution, particularly as it affects their own lives.

Local economic, legal, and political issues are a natural beginning point of the study. From these beginnings, students will proceed to examine state, national, and international issues. Beginning with the particular and moving to the general enables students to put local concerns into an appropriate state, national, and international context and to gain perspectives they need for consideration of such issues in the future.

In their study of the economic, legal, and political systems in action, students acquire information from a variety of sources: reading, viewing, conducting polls and interviews, examining tables and graphs, and engaging in simulations. They use this information as they make decisions, solve problems, and plan logical courses of action. As they learn about economic and political decision-making, past and present, their skills of self-management are refined. Finally, as they engage in civic experiences in their classroom, school, and community, students' skills of civic participation and their willingness to undertake the tasks of citizenship develop.

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 1: The learner will investigate issues and problems confronting the American economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Describe examples of recurring public problems and issues. | 1.1.1 | Generate a list of problems (e.g., poverty, crime, violence). Identify major issues surrounding each problem and summarize them in writing. |
| | | 1.1.2 | Using lists of problems, identify those which might be best addressed by the public sector, the private sector or both. |
| | | 1.1.3 | Collect pictures or articles pertaining to a specific contemporary problem. Summarize information either orally or in writing. |
| 1.2 | Analyze causes and consequences of recurring social and economic problems and issues. | 1.2.1 | Using a list of recurring social problems, choose one, and construct a graphic organizer outlining some of its causes and potential consequences. |
| | | 1.2.2 | Given a specific economic problem such as inflation or unemployment, identify causes and generate examples of how the problem affects individuals and families. |
| | | 1.2.3 | Write a position paper identifying long-term consequences for individuals and society of a problem such as school drop-outs. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 1: The learner will investigate issues and problems confronting the American economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.3 | Evaluate strengths and limitations of the economic, political, and legal systems in resolving problems. | 1.3.1 | Given a problem such as unemployment, identify specific political or legal actions which might be taken to resolve the problem. |
| | | 1.3.2 | Write a persuasive essay arguing for or against a specific social welfare program. |
| | | 1.3.3 | Generate arguments and participate in a debate on the merits of privatization (contracting for services traditionally provided by the government). |
| 1.4 | Make inferences regarding relationships among economic, legal and political problems. | 1.4.1 | Determine the costs of installing an improved municipal waste treatment facility and write an editorial suggesting how the improvement might be financed. Reflect on how economic, legal, and political issues might be involved. |
| | | 1.4.2 | Given a case study involving negligent or improper conduct by a public or corporate official, make inferences about economic, legal, and political issues involved. Summarize the interrelationships in writing. |
| | | 1.4.3 | Collect newspaper articles or other information about local or state budget requests. Assume the role of advisor to an elected official and write a position paper calculating the political costs and benefits of increasing or decreasing certain requests. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 1: The learner will investigate issues and problems confronting the American economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.5 | Explain relationships among local, state, national, and international problems. | 1.5.1 | Generate a list of problems or responsibilities similar to the one below. Determine if the problems are usually addressed by (L) local, (S) state, (N) national governments or (I) International agencies. If a combination of governments is usually involved, indicate all governments involved.<br>a. acid rain<br>b. public highways<br>c. military defense<br>d. public education |
| | | 1.5.2 | Formulate written questions about tariff and trade policy to be used in interviewing a local entrepreneur. |
| | | 1.5.3 | Imagine that hazardous materials are to be moved by rail from central Canada to Georgia. Indicate which level and types of officials might become involved in decisions about rules governing the movement of the materials. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 1: The learner will investigate issues and problems confronting the American economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.6 | Compare differing points of view on the proper role of government in the personal lives of citizens. | 1.6.1 | Create written arguments for and against one of the following:<br>a. compulsory school attendance laws<br>b. mandatory seat belt laws<br>c. mandatory drug testing in the workplace<br>d. warning labels on alcohol and tobacco products |
| | | 1.6.2 | Participate in a debate on the proposition that legal age limits for the use of alcohol and tobacco are violations of privacy. |
| | | 1.6.3 | Given a case study involving the use of search warrants to obtain evidence in criminal cases, explain whether the search complied with the fourth amendment to the United States Constitution. Cite relevant Supreme Court decisions. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Describe qualifications and procedures for voting and seeking office at the local, state and national levels. | 2.1.1 | State the qualifications for voting with reference to age, citizenship and residency requirements. |
| | | 2.1.2 | Given a list of offices, state formal and informal qualifications for holding each. |
| | | 2.1.3 | Create a timeline showing important procedures and events in a hypothetical Presidential campaign and election. |
| 2.2 | Analyze information on political issues and candidates for political office. | 2.2.1 | Research data on a recent election. Select one issue which most influenced the outcome and create a graphic organizer analyzing the impact of the issue on the outcome. |
| | | 2.2.2 | Keep a one-week diary of political reporting on a major television network. Identify major issues or personalities and summarize the coverage in writing, making any appropriate judgments about bias toward/against a specific issue or candidate. |
| | | 2.2.3 | Compare news reports from three sources regarding a current legislative or Congressional issue. Analyze the reports for factual inconsistencies and evidence of bias, and report findings in writing or orally. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.3 Demonstrate methods of promoting and inhibiting change through political action. | 2.3.1 Given a proposal to route a highway through an established neighborhood, prepare a persuasive speech recommending actions residents may take to block the proposal. |
| | 2.3.2 List three state and three national pressure groups and state the major objective and tactics of each. |
| | 2.3.3 Conduct research on a problem such as environmental damage, utility rates, or funding needs for a particular project; using a graphic organizer, suggest a strategy for getting action by official bodies. |
| 2.4 Analyze consequences of compliance or noncompliance with laws governing society. | 2.4.1 Using recent data on a problem such as shoplifting or employee theft, prepare a written summary of costs to consumers and the justice system. |
| | 2.4.2 Research the facts regarding what a lending institution must reveal under the "truth in lending" statutes; write a paper analyzing the costs and benefits for the consumer and the lending institution. |
| | 2.4.3 Study a recent case regarding a dispute between employees and their employers; indicate what appears to be the most responsible course of action for each party; role play the course of action and resolution. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.5 Explain rights and freedoms available to all citizens of the United States. | 2.5.1 Given a list of rights and freedoms of citizens, indicate those set forth in the Bill of Rights. Write a brief description of the sources of other rights and freedoms on the list. |
| | 2.5.2 Prepare a speech to be delivered to a group of foreign visitors explaining the importance of the guarantees of the First Amendment. |
| | 2.5.3 Select one right available to all citizens and write a letter to the editor or an editorial arguing for more responsible exercise of that right in the community. |
| 2.6 Describe situations that benefit from volunteers and display a willingness to volunteer and undertake extra responsibilities for civic welfare at appropriate levels. | 2.6.1 Conduct a class or school survey to determine volunteer activities of students and adults and create an advertising campaign to encourage voluntary services needed by the community. |
| | 2.6.2 After research, calculate the dollar benefit (savings) to communities for the services of volunteers (e.g., fire and rescue squads, hospital volunteers). |
| | 2.6.3 Create a written plan for organizing a large community clean-up campaign. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 2: The learner will explain rights and analyze the obligations of responsible citizenship.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.7 | Analyze costs and benefits of jury service, voting, seeking office, and civic action in general. | 2.7.1 | Brainstorm costs and benefits of jury service for individuals and for society, and write a letter to a person living in another country explaining the importance of serving on juries. |
| | | 2.7.2 | Prepare a chart indicating what a prospective candidate may gain and have to give up in order to seek a given public office. |
| | | 2.7.3 | Prepare an introductory speech to be given to foreign visitors explaining why civic activity is important in American society. |
| 2.8 | Demonstrate the importance of being a responsible economic decision-maker. | 2.8.1 | From a case study involving a consumer choice, choose what you think is a responsible course of action and write a paragraph justifying the choice. |
| | | 2.8.2 | From an economic decision (e.g., plant closing, the location of a new plant), create a graphic organizer depicting the consequences to all who are affected by the decision. |
| | | 2.8.3 | Create a role-play depicting the consequences of irresponsible economic decisions (e.g., overuse of credit cards, impulse buying). |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 3: The learner will investigate how and why individuals and groups make economic choices.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. | 3.1.1 | Generate lists of resources needed to make certain products; classify the items listed as land, labor, capital, and entrepreneurial skills. |
| | | 3.1.2 | From an appropriate case study of entrepreneurial activity, write a brief summary of the risks taken by the entrepreneur. |
| | | 3.1.3 | After research, write a report on the origins and development of a company, emphasizing the resources used by the company, and the risks taken to bring it to its present status. |
| 3.2 | Analyze factors which contribute to increased productivity. | 3.2.1 | After research, write a memorandum to the company president describing how computerization could increase the efficiency of a catalogue sales company. |
| | | 3.2.2 | Select an example of an innovation that increases agricultural productivity, and create a graphic organizer showing the effects of that innovation. |
| | | 3.2.3 | Using an example illustrating the law of diminishing returns, list ways resources might be used more productively. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 3: The learner will investigate how and why individuals and groups make economic choices.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.3 Explain why scarcity causes producers and consumers to make choices. | 3.3.1 Select an individual economic problem and apply in order the steps in the decision-making process: (a) define the problem, (b) list alternatives, (c) state criteria, (d) evaluate alternatives, (e) make a decision. Create a graphic organizer to depict the process. |
| | 3.3.2 Given a description of a personal economic problem involving the use of credit, apply the decision-making model (e.g., Lucy Sherman's television set is in poor condition. She plans to save enough cash to buy a new one. A large department store has a model that Lucy likes. It normally costs $400.00, but this week only it is on sale for $369.00. Lucy has saved $200.00. Should she use credit to buy the television on sale? Why or why not? Are there other options? What are the advantages and disadvantages of each?). |
| | 3.3.3 Using a case study of scarcity facing a producer (e.g., fuel, transportation, labor, raw materials), apply the decision-making model in writing. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 3: The learner will investigate how and why individuals and groups make economic choices.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.4 | Compare examples of tradeoffs and opportunity costs of economic choices. | 3.4.1 | Given descriptions of situations involving individual economic decisions, state the opportunity cost in each decision. |
| | | 3.4.2 | Select a newspaper article describing an economic decision by a local, state or national business organization and determine the opportunity cost; prepare a letter to the editor expressing your views. |
| | | 3.4.3 | Determine the trade-offs involved in building a housing development where an apple orchard now stands. Prepare a speech to be delivered to the county commissioners arguing for or against the proposed housing development. |
| 3.5 | Analyze the impact of specialization and division of labor on various economic activities. | 3.5.1 | Generate a class list of businesses that benefit from specialization and division of labor and those which do not. Use the list to make inferences about the impact of specialization and division of labor. |
| | | 3.5.2 | From case studies of businesses that use/do not use specialization and division of labor, create a graphic organizer depicting advantages and disadvantages of specialization. |
| | | 3.5.3 | Assume the role of one of the following and write a paragraph describing how specialization affects your work:<br>a. a migrant agricultural worker<br>b. an assembly-line worker in an automobile manufacturing plant<br>c. a gas station attendant<br>d. a computer programmer<br>e. a school teacher<br>f. a physician in general practice<br>g. a server in an expensive restaurant |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
**Economic, Legal, and Political Systems in Action**

**COMPETENCY GOAL 3: The learner will investigate how and why individuals and groups make economic choices.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.6 | Explain the impact of investment in capital goods and human capital on the economy. | 3.6.1 | Use a career manual to identify five occupations that require substantial investment in human capital and five that do not. Create a graphic report and write a brief summary comparing lifetime earning potentials for each set of occupations. |
| | | 3.6.2 | After research write a paper describing ways in which people in a specific business or industry become more productive through increased training or education (e. g., learn to operate new equipment, new ways of doing a job, develop leadership ability and the ability to train others). |
| | | 3.6.3 | Interview a local farmer or businessman to find out the cost of human capital and capital goods needed to start and maintain a business; prepare an oral report. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.1 | Compare characteristics of command, market, traditional and mixed economies. | 4.1.1 | Give written descriptions and examples of each of the following:<br>a. command economy<br>b. market economy<br>c. traditional economy<br>d. mixed economy |
| | | 4.1.2 | Make charts showing the role of government in the allocation and ownership of resources and in economic decision-making in command, market and mixed economies. |
| | | 4.1.3 | Using a case study of a situation that would justify the United States government's involvement in an economic activity, assume the role of an advisor to the President and write a memorandum recommending action to be taken. |
| 4.2 | Describe examples of how the United States economic system encourages private ownership of property and individual initiative. | 4.2.1 | Generate a list of ways in which property ownership is protected by local, state and national laws. |
| | | 4.2.2 | After research, prepare an oral presentation on ways local, state and national governments support the free market economy (e. g. laws of contract, licensing). |
| | | 4.2.3 | Select a prominent entrepreneur (e.g., Henry Ford, Sam Walton, Colonel Sanders, Mary Kay) and write a description of accomplishments to justify that individual's inclusion in an "Entrepreneurs' Hall of Fame". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.3 | Identify characteristics of markets. | 4.3.1 | Generate examples of price and nonprice competition. Select one example and write a brief description of how it operates. |
| | | 4.3.2 | Depict graphically the circular flow of economic activity; label its components. |
| | | 4.3.3 | Generate a classroom list of markets of various kinds. Categorize the list (e.g., goods markets, labor markets). Write a brief description of how one category of markets operates. |
| 4.4 | Demonstrate how supply, demand and competition affect prices and the availability of goods and services. | 4.4.1 | Define the terms "supply" and "demand", and write brief summaries of examples of each. |
| | | 4.4.2 | Locate news reports describing events that might affect the supply and/or demand for a specific product or service, and create a graphic organizer depicting any potential effects of the predicted change. |
| | | 4.4.3 | Given a price increase or decrease in the supply of a product, explain and graphically illustrate how this may affect the supply of, or the demand for, other products. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.5 Assess the impact on profit of factors such as demand, product quality, management and training. | 4.5.1 Infer what might happen to a manufacturing plant if its product were of superior quality to that of its competitors. Assume the role of quality control manager for the plant and write a letter to the workers describing the importance of superior quality in the success of the business. |
|  | 4.5.2 Given a case study on a product which is considered a luxury, write a marketing plan suggesting ways demand for the product might be increased. Make inferences about how increased demand might affect profits. |
|  | 4.5.3 Interview the personnel manager of a local business or government agency to learn about on-the-job training for workers. Write a brief summary of the interview making inferences about any correlations between training and profits or productivity. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

## COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **4.6** | Identify distinguishing features of economic institutions (e.g., corporations, banks, stock markets). | **4.6.1** | Provide written or oral definitions and examples of each of the following:<br>a. stock market<br>b. single proprietorship<br>c. partnership<br>d. corporation<br>e. labor union<br>f. cooperative |
| | | **4.6.2** | Create a graphic organizer depicting some advantages and disadvantages of a single proprietorship. |
| | | **4.6.3** | After research on single proprietorships, partnerships, and corporations prepare a written summary comparing the capacity of these institutions to raise large amounts of money for use in expansion and modernization. |
| **4.7** | Explain the impact of international trade. | **4.7.1** | Generate a list of individual birthday wishes for the entire class. Take the list to several local stores, and identify imported products on the list. Make written inferences about why people might purchase these imported goods. |
| | | **4.7.2** | Keep a diary of all products consumed or used in one day. Identify all imported products on the list. Summarize in writing personal reasons for choosing imported products. |
| | | **4.7.3** | Engage in a class debate on the advantages/disadvantages of United States corporations opening divisions in developing countries. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 4: The learner will analyze features of the economic system of the United States.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.8 Explain the function of money and financial institutions in the United States economy. | 4.8.1 Describe and create a graphic organizer to compare services available from a credit union, savings and loan, and a bank. |
| | 4.8.2 Follow the performance of a stock on one of the major stock exchanges for several weeks, chart its performance, and make inferences about any changes in price. Summarize findings in writing. |
| | 4.8.3 Conduct research on the major functions of the Federal Reserve System. Write a paper describing the difference between a tight money policy and a loose money policy and explaining the effects of each. |
| 4.9 Evaluate competing national economic goals and analyze the effects of these goals on various segments of society. | 4.9.1 Generate one list of societal values and another of economic goals. Determine instances where there are conflicts between societal values and economic goals. Make written hypotheses about conflicts. |
| | 4.9.2 Place in order of priority the following economic goals for the United States: efficiency, freedom, full employment, growth, price stability, and security. Write a persuasive essay defending your choice. |
| | 4.9.3 Participate in a mock Senate hearing on a policy affecting the economy and present the point of view of a given interest group. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 5: The learner will analyze factors influencing the United States economy.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Analyze the impact of decisions such as saving, using credit, investing, and conserving resources on the economic system. | 5.1.1 Examine the annual report of a large corporation and construct a pie graph showing the portion of profits used for investment in capital. Summarize in writing some results of this decision. |
|  | 5.1.2 Construct interview questions to be used with bankers, financial planners, and others to gather information about saving and investment rates and the use of credit. Conduct interviews, collaborate with other class members to tabulate or synthesize data, and make written inferences about the impact of findings on the economic system. |
|  | 5.1.3 Keep a diary of personal and family energy consumption, and identify areas where conservation is possible. Assume that 75% of American families adopt your energy conservation measures. Create a graphic organizer predicting the impact of such conservation on the economic system. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

## COMPETENCY GOAL 5: The learner will analyze factors influencing the United States economy.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.2 Make inferences regarding the impact of government regulation on specific economic activities. | 5.2.1 Select one of the following policies and describe its impact orally or in writing upon high-income, middle income, and low-income groups:<br>a. an income tax cut<br>b. an income tax increase<br>c. a national jobs training program<br>d. a large increase in expenditures for space exploration<br>e. an increase in social security benefits |
| | 5.2.2 For each of the following, write a paragraph stating what government action, if any, is appropriate and support your recommendation with reasons.<br>a. a company manufactures and sells a dangerous toy without warning labels<br>b. a company makes false claims about its products and services in newspaper advertising<br>c. a large company undersells a smaller company and drives it out of business<br>d. a person makes long-distance calls using a stolen credit card |
| | 5.2.3 Participate in a class debate on the pros and cons of regulating the rates utilities may charge. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 5: The learner will analyze factors influencing the United States economy.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.3 | Analyze short and long-term trends in economic activity. | 5.3.1 | Orally or in writing explain each of the following:<br>a. gross national product<br>b. Dow Jones<br>c. housing starts<br>d. unemployment rate<br>e. recession<br>f. inflation<br>g. business cycle |
| | | 5.3.2 | Construct graphs depicting federal spending and borrowing over the past five decades. Write a paragraph explaining how deficit spending might affect the United States economy in future years. |
| | | 5.3.3 | Read several reports analyzing the state of the economy for a given period and write a report summarizing the condition of the economy. |
| 5.4 | Identify examples of domestic and international economic interdependence. | 5.4.1 | Plot on a map the point of origin of each item in a typical basket of groceries. Make some generalizations about how diets and eating habits might change without domestic and international economic interdependence. |
| | | 5.4.2 | For a given finished product, list the raw materials and their likely point of origin and locate on a map the city or region where each material is found. |
| | | 5.4.3 | Examine information on foreign-owned businesses located in North Carolina. Select a given business, describe its operations, and create a graphic organizer depicting the impact of the business on the community where it is located. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

## COMPETENCY GOAL 5: The learner will analyze factors influencing the United States economy.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.5 | Analyze short and long-term effects of taxation and government spending on the United States economy. | 5.5.1 | Create a graphic organizer analyzing the short and long-term effects of increasing one of the following:<br>a. luxury tax<br>b. sales tax<br>c. income tax<br>d. property tax |
| | | 5.5.2 | Write a brief paper outlining short and long-term costs and benefits of federal spending for social programs, disaster relief, or national defense. |
| | | 5.5.3 | Participate in a class debate on the pros and cons of a balanced budget amendment to the United States Constitution. |
| 5.6 | Analyze the influence of environmental factors on specific economic activities. | 5.6.1 | Given a case study involving severe environmental pollution, make written inferences about how this might affect business starts and population growth in the area. |
| | | 5.6.2 | After studying topographic and population maps of your county, determine the most efficient and politically acceptable route for a new interstate highway. Justify the route selected orally or in writing. |
| | | 5.6.3 | Following a case study on depleted resources in a given region, write an editorial suggesting how the region might anticipate the need for change and compensate for the depleted resources. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 5: The learner will analyze factors influencing the United States economy.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.7 Analyze relationships between economic conditions and political decisions. | 5.7.1 Brainstorm and analyze a list of economic concerns held by voters. Write an editorial or letter to the editor suggesting which issues should be addressed by candidates in an upcoming election. |
| | 5.7.2 After viewing newscasts or reading newspapers, identify issues that place prominent political leaders in the position of having to make politically damaging decisions. Assume the role of advisor to a leader and write a position paper advising what course of action should be taken. |
| | 5.7.3 Write an essay describing the potential impact of a tax reduction upon the reelection of an incumbent North Carolina Governor. |
| 5.8 Explain how the Gross National Product is used as an indicator of the state of the economy. | 5.8.1 Generate written or oral explanations of the following terms:<br>a. GNP per capita<br>b. Gross Domestic Product<br>c. index of leading economic indicators |
| | 5.8.2 Write an essay explaining why some countries have a much higher GNP per capita than others. |
| | 5.8.3 After research, prepare a visual (chart, etc.) and an oral report on methods which are used by government to keep the economy strong. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 6: The learner will explain the function and importance of the North Carolina and United States Constitutions.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| **6.1** Explain how constitutions define the framework of governments. | **6.1.1** Orally or in writing define and give examples from the North Carolina or United States Constitution of each of the following:<br>a. implied powers<br>b. expressed powers<br>c. limitations on the executive, legislative, and judicial branches<br>d. limitations on general governmental powers |
| | **6.1.2** Generate a list of government functions today. Identify those that are constitutionally established and locate in the United States or North Carolina constitutions sections authorizing them. |
| | **6.1.3** Imagine that a convention is being called to revise either the North Carolina or United States Constitution. Generate a class list of desired changes, select the five most important, and prepare a briefing paper for a delegate to the convention showing how these changes would improve the frame of government. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 6: The learner will explain the function and importance of the North Carolina and United States Constitutions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.2 | Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers. | 6.2.1 | Examine the Declaration of Independence and the Constitution of the United States. Locate any references to the following:<br>a. the purposes of the documents<br>b. limited government<br>c. a contract between people and their government<br>d. executive power<br>e. "natural" rights<br>Summarize orally or in writing similarities and differences between the two documents. |
| | | 6.2.2 | Using Federalist No 1, the Constitution (particularly the Preamble), and the Declaration of Independence, create a graphic organizer or write a brief summary showing any relationships among the three documents. |
| | | 6.2.3 | Analyze similarities and differences between the Preamble to the Constitution and the first sections of the Declaration of Independence (up to the list of reasons for separation). Use a graphic organizer or brief essay to summarize. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 6: The learner will explain the function and importance of the North Carolina and United States Constitutions.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Explain how constitutions grant and limit the authority of public officials and government agencies. | 6.3.1 Using a copy of the United States Constitution as a resource, locate powers specifically granted to the national government and those specifically denied. Briefly summarize the powers and limitations in writing. |
| | 6.3.2 Given a simple scenario (e.g., this government has the power to declare war), state those powers delegated to the United States government, reserved to the states, or concurrent. |
| | 6.3.3 Interview an elected or appointed government official using questions structured by the class to determine constitutional authorities and limitations. Share and tabulate interview results and represent findings in a graphic organizer or in written form. |
| 6.4 Describe how constitutions may be changed, and analyze the impact of specific changes. | 6.4.1 Use a graphic organizer or an explanatory essay to describe one method of amending the United States Constitution. |
| | 6.4.2 Create a list of ways not mentioned in the United States Constitution itself that it has been changed (e.g., legislation, court decisions, custom and political party practices). Select one and write a paragraph describing it fully. |
| | 6.4.3 Structure arguments for a class debate on the need for an equal rights amendment to the United States Constitution. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 6: The learner will explain the function and importance of the North Carolina and United States Constitutions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.5 | Analyze cases which illustrate that the United States Constitution is the supreme law of the land. | 6.5.1 | Analyze causes and effects of decisions in *Marbury vs. Madison* or *McCulloch vs. Maryland* and state issues on both sides of the case. |
| | | 6.5.2 | Write an essay giving present day examples of government regulations which are a direct result of the Supreme Court decisions in cases such as *Gibbons vs. Ogden*. |
| | | 6.5.3 | Analyze the case of *Brown vs. Board of Education* and describe orally or in writing the laws which were no longer legal as a result of the ruling. |
| 6.6 | Analyze cases which demonstrate how the United States Constitution and Bill of Rights protect the rights of individuals. | 6.6.1 | Analyze the case of *Gideon vs. Wainwright* or *Miranda vs. Arizona*, identify arguments on both sides and describe the impact of the Supreme Court's ruling on individual rights. |
| | | 6.6.2 | Analyze the trial and appeals of Fred Korematsu and prepare an oral presentation on how the political climate may have influenced court decisions. |
| | | 6.6.3 | Write a paper explaining how the Twenty-first Amendment to the United States Constitution was enacted. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 6: The learner will explain the function and importance of the North Carolina and United States Constitutions.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.7 Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution. | 6.7.1 Write an essay explaining the dangers of a federal government that is either too weak or too strong. |
| | 6.7.2 Participate in a debate on the following declaration: "It is necessary for the Supreme Court to play an activist role in order to protect the rights of all Americans." |
| | 6.7.3 Generate examples of conflicts between a state government and the federal government; develop a decision-making model and show how the conflicts may be resolved. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12

**Economic, Legal, and Political Systems in Action**

**COMPETENCY GOAL 7: The learner will explain the structure and functions of local, state and national governments and describe their relationship.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Explain the structure, functions and relationships of the executive, legislative and judicial branches. | 7.1.1 | Describe orally or in writing the organization of the legislative, executive and judicial branches of the United States government. |
| | | 7.1.2 | Assume the role of a government official and discuss your role and that of your agency relative to other levels and branches of government. |
| | | 7.1.3 | Develop a diagram illustrating the system of checks and balances of the branches of the United States government. |
| 7.2 | Describe services provided by selected government agencies and how they are funded. | 7.2.1 | Define each of the following and describe how different levels use them:<br>a. bonds<br>b. use tax<br>c. excise tax<br>d. sales tax<br>e. income tax |
| | | 7.2.2 | Construct a budget pie graph for the state or an individual agency and indicate which budget items receive the highest percentage of revenues. Describe the source(s) of revenue for the agency studied. |
| | | 7.2.3 | Generate a list of government services in the local community. Construct a graphic organizer illustrating agencies providing the services, sources of funding, and numbers of people served in the local community. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 7: The learner will explain the structure and functions of local, state and national governments and describe their relationship.**

| | OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|---|
| 7.3 | Compare major responsibilities of the United States Congress with those of the North Carolina General Assembly and local governing bodies. | 7.3.1 | Generate a list of government programs; indicate which were initiated by Congress, which by the General Assembly, and which by local governments (e.g., councils, commissions). |
| | | 7.3.2 | After research, role play the work of committees in legislative bodies at the various levels of government. Discuss any differences noted. |
| | | 7.3.3 | Write a paper expressing a point of view on whether elected officials should follow conscience or be responsive to public opinion when casting a given vote (e.g., tax increase, spending cut). |
| 7.4 | Analyze costs and benefits of government functions. | 7.4.1 | Study the budget of a county or municipality and illustrate graphically which portion is spent on fire protection and public safety. |
| | | 7.4.2 | Select a specific government function and list examples of the costs and benefits of that function. |
| | | 7.4.3 | Given historical data on the United States budget, identify three years in which the highest percentage went to national defense. Identify areas of the budget that received lower percentages in those same years. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 7: The learner will explain the structure and functions of local, state and national governments and describe their relationship.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.5 Identify key government officials, how they are chosen, and their duties and responsibilities. | 7.5.1 Given a list of selected government offices, create a chart showing how the officials are selected and the major duties and authorities of each. |
| | 7.5.2 Interview or observe a government official in action and report orally or in writing on the duties performed during a given time period. |
| | 7.5.3 Debate the topic: "__________ government office has outlived its usefulness." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Illustrate the need for law in society. | 8.1.1 | Given a hypothetical situation involving the absence of rules or specified laws (e. g. a football game without rules; no traffic laws), describe possible consequences orally or in writing. |
| | | 8.1.2 | Write a letter to a friend describing what it is like to live in a society without laws. |
| | | 8.1.3 | Develop a list of how laws affect aspects of one's daily life and role play situations illustrating their importance. |
| 8.2 | Compare examples of criminal, civil, constitutional and administrative law. | 8.2.1 | Define, give examples, and compare each of the following:<br>a. criminal law<br>b. civil law<br>c. constitutional law<br>d. administrative law |
| | | 8.2.2 | Using an appropriate case study (e.g., arrest and booking procedures, the equal access law in operation in a high school), identify and discuss the constitutional issues in question. |
| | | 8.2.3 | Describe the principle used by magistrates, judges, and jurors in deciding civil cases. Write a paragraph comparing this principle to the principle used in criminal cases. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.3 Analyze stages involved in the legislative process. | 8.3.1 Explain why enacted legislation usually differs from introduced legislation. Summarize the explanation orally, graphically, or in writing. |
| | 8.3.2 Select a problem such as environmental damage, excessive utility rates, or funding needs, and plan and present a strategy for getting action by legislative bodies. |
| | 8.3.3 Using a recently enacted law, complete the following analysis:<br>a. state why the law was introduced and enacted<br>b. note the strengths and weaknesses of the law<br>c. state changes made in the original bill as it made its way through the legislative body<br>d. note any interest or pressure groups influencing the legislation<br>e. state whether the law should be changed, remain the same, or be repealed<br>Summarize the analysis in written or graphic form. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.4 | Analyze methods used to inform citizens of the purpose and meaning of laws. | 8.4.1 | Conduct research and prepare an oral report on methods that were used to inform citizens about a recently enacted law (e.g., yard wastes and hazardous materials in landfills). Analyze the effectiveness of the methods used. |
| | | 8.4.2 | Using a change in traffic laws, indicate which government agencies have a responsibility for informing the public and create a plan for informing all citizens about the change. |
| | | 8.4.3 | Write an essay either agreeing or disagreeing with the statement "ignorance of the law is no excuse." |
| 8.5 | Describe the role of the executive branch in the implementation of laws and policies. | 8.5.1 | Select an enforcement problem such as sanitation standards for restaurants or building codes. Indicate what body enforces these laws and how they are enforced. |
| | | 8.5.2 | Using examples of laws governing commercial air traffic, report on agencies and methods used to enforce them. |
| | | 8.5.3 | After research on a problem such as illegal drug trafficking, create a graphic organizer showing agencies working to solve the problem, their effectiveness, and their interelationships. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 8: The learner will explain why laws are needed and how they are enacted, implemented and enforced.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.6 | Compare responsibilities, jurisdictions, and methods of individual law enforcement agencies. | 8.6.1 | Generate a list of criminal activities and a list of law enforcement agencies; match the crime with the agency primarily responsible for preventing the activity. |
| | | 8.6.2 | After research, report on the jurisdiction and methods of a given law enforcement agency. |
| | | 8.6.3 | Given a case study, decide if the accused was "entrapped" by methods used by the police and explain reasons for the decision. |
| 8.7 | Evaluate various methods used by society to deal with criminal and antisocial behavior. | 8.7.1 | After research, prepare an oral report on the purposes of incarceration. |
| | | 8.7.2 | Describe methods, other than prisons, used to punish criminals. Compare the costs of incarceration and its alternatives in a chart or graph. |
| | | 8.7.3 | Write an essay supporting or rejecting the idea of using methods other than prison to deal with certain crimes. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

## COMPETENCY GOAL 9: The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts. | 9.1.1 Generate executive, legislative, and judicial examples of the following in local, state, national, and international politics:<br>a. debate<br>b. consensus<br>c. compromise<br>d. negotiation |
| | 9.1.2 Explain why members of Congress or legislators might vote for a bill they do not strongly favor in exchange for votes on a bill they favor strongly. Collect reported examples of this practice from newspapers and newsmagazines. |
| | 9.1.3 Study a current issue, conduct an informal public opinion survey, and compile the results. Assume the role of advisor to a Senator or Representative and write a position paper recommending a certain vote on the issue under consideration. |
| 9.2 Describe the adversarial nature of the judicial processes. | 9.2.1 Identify and define roles of all participants in civil and criminal trials. |
| | 9.2.2 Explain the rules of evidence which are usually followed in civil and criminal trials. |
| | 9.2.3 Debate the merits of plea bargaining in a criminal trial. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 9: The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.3 | Evaluate the role of debate and compromise in the legislative process. | 9.3.1 | Choose an historical example of a compromise resulting in the passage of legislation (e.g., the passage of the Civil Rights Law of 1964). Create a graphic organizer to indicate what was lost or gained by each side. |
| | | 9.3.2 | Given an appropriate historical example of legislation or a court decision, write a paragraph judging the extent to which the political climate influenced the outcome. |
| | | 9.3.3 | Consider an issue on which many citizens disagree. Create a role-play or graphic organizer presenting the points of view for all sides. |
| 9.4 | Identify the jurisdiction of state and federal courts. | 9.4.1 | Depict visually and explain the route of appeals in civil and criminal cases through state and federal courts. |
| | | 9.4.2 | Generate a list of cases involving both federal and state jurisdictions; classify the list according to original jurisdiction. |
| | | 9.4.3 | Create a graphic organizer or write a brief explanation of how a given case might move from state to federal courts. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 9: The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.5 | Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions. | 9.5.1 | Study a current political issue and decide your position on the issue. Reflect on the sources of information you used in reaching your decision. Write a letter to a local, state or national official voicing your opinion on the question. |
| | | 9.5.2 | Select a specific problem or political issue and suggest a strategy for getting a point of view across to individuals and groups responsible for making the decision. |
| | | 9.5.3 | Monitor media treatment of an issue over a period of time and evaluate coverage in terms of objectivity and point of view. |
| 9.6 | Explain how local government agencies balance interests and resolve conflicts. | 9.6.1 | Research current issue(s) before the local board of education; identify what is desired by each group affected. Summarize orally or in writing the board decision and explain how it was reached. |
| | | 9.6.2 | Using a hypothetical case involving increases in property tax rates, create a graphic organizer detailing the various points of view surrounding the issue. |
| | | 9.6.3 | Given a hypothetical zoning request to build a factory near a residential area, assume the role of one of the following and prepare a presentation for a meeting of the planning commission:<br>a. an affected homeowner<br>b. the plant manager<br>c. a real estate agent<br>d. an unemployed worker |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| **10.1** Analyze individual and group decisions on the basis of a variety of standards including aesthetic, pragmatic, and ethical. | **10.1.1** Given a list of decisions to be made, identify those that are individual decisions and those involving questions of right and wrong (ethical). |
| | **10.1.2** Identify each of the following as ethical, aesthetic, and/or pragmatic decisions:<br>a. A contractor substitutes inferior materials in a house under construction<br>b. A board of county commissioners awards a contract to the cousin of one of the members<br>c. An arts council announces which artists' works will hang in the gallery<br>d. A police officer "pulls" one of three speeding cars<br>Orally or in writing summarize similarities and differences among these decisions. |
| | **10.1.3** Select a current local issue of interest to many people (e.g., homeless in the community, the location of a new freeway or industry), assume the position of one of the following individuals or groups, and write a letter to the editor stating a position on the issue:<br>a. president of the arts council<br>b. a clergyman or rabbi<br>c. the local chamber of commerce<br>d. an environmental interest group (e.g., Sierra Club)<br>e. a civic or service club (e.g., Lions, Sertoma) |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.2 Analyze examples of conduct by public officials, corporate officers and private citizens in a variety of situations and evaluate their conduct in terms of given criteria. | 10.2.1 Imagine that a member of Congress is suspected of using public funds in questionable ways. Generate a list of criteria by which the member's actions might be judged. |
| | 10.2.2 Select a well-known product liability case. Assume the role of one of the following and prepare court testimony:<br>a. an engineer or scientist who worked on the product<br>b. a person injured by the product<br>c. a distributor who sold the product<br>d. a member of the board of directors of the corporation<br>e. a representative of Consumers' Union |
| | 10.2.3 Engage in a classroom debate on the proposition that public officials should be held to higher standards of conduct than private citizens. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.3 | Evaluate positions on a variety of issues against given criteria. | 10.3.1 | Generate as many points of view or positions as possible on each of the following:<br>a. abortion<br>b. gun control<br>c. drug trafficking<br>e. immigration<br>Select one of the four and write a paragraph or create a graphic organizer setting forth the major positions on the issue. |
| | | 10.3.2 | List the three most important criteria by which each of the following might be judged:<br>a. humanitarian aid to underdeveloped nations<br>b. aid to the homeless<br>c. money for AIDS research and care<br>d. the location of a hazardous waste disposal facility |
| | | 10.3.3 | Generate religious and scientific arguments for protecting the environment and write a brief essay comparing them. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economic, Legal, and Political Systems in Action

**COMPETENCY GOAL 10: The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.4 | Analyze the meaning and influence on our society of the religion clauses of the First Amendment to the United States Constitution. | 10.4.1 | Define each of the following and summarize pertinent Supreme Court decisions relating to them:<br>a. free exercise<br>b. establishment clause<br>c. "wall of separation"<br>d. equal access |
| | | 10.4.2 | Using a summary of a Supreme Court ruling on freedom of religion, identify the principles followed in the ruling and create a graphic organizer to show the potential effects of the ruling on our society. |
| | | 10.4.3 | Given information on increasing religious diversity in our society, write a brief essay predicting future Supreme Court interpretations of the religion clauses of the First Amendment. |

# SOCIAL STUDIES

## INTRODUCTION TO WORLD HISTORY

The study of World History gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. World History fosters an approach to contemporary global issues rooted in an understanding of the forces of continuity and change that have shaped the course of human history. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living of civilizations around the world.

World History students will have had significant exposure to cultural geography through their study of world regions in grades five, six, and seven. They thus bring understandings about the cultural geography of world regions to this historical study. The study of World History differs from the geographic and culture study approaches in the high school world studies program because of the historical perspectives offered in this course. However, all students in the high school world studies program will share some common learnings. Though the three courses in the program examine the world from different perspectives, the lessons students learn from each of the courses have many commonalities.

Because understanding the political institutions and civic values of our own society ties the United States to Europe, this study of World History is to some extent a history of western civilization. However, there is significant concentration on other world areas. Contacts between European and other civilizations have changed both Europe and other areas of the world in a variety of important ways. Students broaden their historical perspectives as they examine ways societies have dealt with great issues of war and peace, of internal stability, and of perpetuating their societal institutions. When they consider how societies in Africa, Asia, and Latin America have dealt with these great issues, their understandings of western civilization are enhanced.

The World History course develops chronological and thematic insights. Eight chronological goals examine broad themes in the history of our world from the origins of humans to contemporary times. These goals provide the foundation for historical analyses that enable students to explore given periods of history in depth while establishing linkages across time and around the world. The final goal draws relationships between continuity and change throughout human history.

Teachers of World History have the significant responsibility of teaching a subject that extends the knowledge important for all Americans beyond the borders of the United States. It is essential to an informed citizenry that our students know of the world beyond the time that the United States has existed as a nation.

Students of World History acquire information from a variety of media: through reading literary works, historical works, and primary source materi-ethnocentric and engage in fewer stereotypic expressions as they learn more about societies different from their own. They become more capable of dealing positively with uncertainty, diversity, and change. Finally, as they examine the roles of citizens in past societies they become more thoughtful and skillful citizens of this society.

As a result of studying World History, students will be able to respond to questions of enduring significance such as:

- Are the peoples of the world more civilized than in the past?
- How have religious, aesthetic, and ethical beliefs affected the lives and civic conduct of their adherents?
- How have contacts and conflicts among people of differing religious, ethical, and political beliefs shaped the course of human history?
- How can individuals and nations cooperate to create enduring formal and informal arrangements that will ensure more just and humane societies?

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 1: The learner will analyze the onset and development of cultural institutions in early civilizations.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.1 Cite major developments from human origins to the rise of early civilizations. | 1.1.1 Create a timeline to show progress from earliest humans to the agricultural revolution. |
| | 1.1.2 Compare orally or in writing how people lived during the Old Stone Age and the New Stone Age. |
| | 1.1.3 Create a collage or chart to illustrate the importance of the agricultural revolution. |
| 1.2 Trace developments and assess the achievements of early civilizations in Southwest Asia and North Africa. | 1.2.1 On a map of the area locate the sites of early civilizations in Southwest Asia and North Africa. Make appropriate inferences about the influence of location on the development of these civilizations. |
| | 1.2.2 Create a timeline showing the development of civilizations in Southwest Asia and North Africa. |
| | 1.2.3 Select any one civilization in the area and write a brief essay justifying its achievements as being more important than others. |
| 1.3 Trace developments and assess the achievements of early civilizations in South and East Asia. | 1.3.1 On a map locate the sites of early civilizations in South and East Asia. Make any appropriate inferences about the influence of location on the development of these civilizations. |
| | 1.3.2 Create a timeline or other graphic organizer showing the development of early civilizations in South and East Asia. |
| | 1.3.3 Select any civilization in the area and write a brief essay justifying its achievements as being more important than others. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 1: The learner will analyze the onset and development of cultural institutions in early civilizations.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.4 | Compare the achievements of early civilizations in various settings. | 1.4.1 | Compare the artistic achievements of India, Egypt, and China in terms of their impact on the lives of the people of the societies. Report comparisons in writing or in an illustrated oral report. |
| | | 1.4.2 | Create a graphic organizer depicting such phenomena as family/social structure or economic/political organization in one of the following:<br>a. ancient Egypt<br>b. ancient Babylon<br>c. ancient India<br>d. Shou China<br>Draw any appropriate comparisons from the chart. |
| | | 1.4.3 | Given information about the governments and legal systems of early civilizations in Southwest Asia, Egypt, China, and India, compare them in terms of the security they offered people. Report findings using a graphic organizer. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 2: The learner will analyze classical Eurasian civilizations and assess their enduring contributions.**

| | OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|---|
| 2.1 | Trace the roots and recognize the achievements of Greek civilization through the Hellenistic period. | 2.1.1 | On a map locate the sites of city states in Greece and Asia Minor. Make any appropriate inferences about the influence of location on their development. |
| | | 2.1.2 | Create a multi-dimensional timeline reflecting artistic, architectural, philosophical, and political developments in the Hellenic and Hellenistic periods. Use the timeline to develop generalizations about art, architecture, philosophy, and political developments. |
| | | 2.1.3 | Engage in a debate on the topic: "The city-state was by far the crowning achievement of Greek civilization." |
| 2.2 | Describe the achievements of the Roman Empire and judge their significance for Europeans after the fall of Rome. | 2.2.1 | Make a graphic organizer comparing aspects of Roman civilization (e.g., art, literature, the rights of women, public morals, civic virtue, social class) in the republican and imperial periods. |
| | | 2.2.2 | Construct maps indicating the expansion and contraction of the Roman Empire and in an accompanying essay analyze why these changes occurred. |
| | | 2.2.3 | Write a persuasive essay entitled "_________: the crowning achievement of Rome, its greatest gift to European civilization". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 2: The learner will analyze classical Eurasian civilizations and assess their enduring contributions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.3 | Judge the importance of India as a hub of world trade and culture and as a religious center during its Golden Age. | 2.3.1 | Construct a map connecting India with her trading partners and indicating products traded. Make appropriate inferences about the importance of this trade for India and those who traded with her. |
| | | 2.3.2 | Construct a timeline showing at least two of the following:<br>a. the development of the caste system<br>b. the evolution of Hinduism<br>c. the evolution of Buddhism<br>d. political developments to the destruction of the Gupta Empire |
| | | 2.3.3 | Create a graphic organizer depicting artistic, literary, and scientific achievements in India. Make appropriate inferences comparing the achievements of India in her Golden Age with those of Greece and Rome. |
| 2.4 | Elaborate on the distinctive achievements of Chinese civilization. | 2.4.1 | Construct a map of China showing at least three of the following:<br>a. major physical features<br>b. major trade routes, partners, and products exchanged<br>c. routes and approximate dates of invasions<br>d. the Silk Road and the Great Wall<br>Use the map to make appropriate inferences about Chinese civilization in the period prior to 500 A.D. |
| | | 2.4.2 | Create a graphic organizer to illustrate Chinese achievements in science and the arts, education, and governmental administration. |
| | | 2.4.3 | Write a persuasive essay entitled "_____: the greatest achievement of Chinese civilization". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 2: The learner will analyze classical Eurasian civilizations and assess their enduring contributions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.5 | Describe and compare major Chinese, Indian, and Judeo-Christian beliefs. | 2.5.1 | Create a graphic organizer showing the major beliefs of Buddhism, Christianity, Hinduism, and Judaism concerning at least three of the following:<br>a. the purpose of life<br>b. nature<br>c. virtue<br>d. the individual and society<br>e. eternity<br>Use the chart to make any appropriate inferences. |
| | | 2.5.2 | Write a script for a brief play in which Buddha, Christ, Confucius, and Lao-Tse discuss similarities and differences in their beliefs. |
| | | 2.5.3 | Write a essay comparing the effects on society of two of the following religious/philosophical systems:<br>a. Buddhism<br>b. Confucianism<br>c. Christianity<br>d. Hinduism<br>e. Judaism<br>f. Taoism |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

## COMPETENCY GOAL 3: The learner will investigate significant events in and assess characteristics of traditional civilizations (A.D. 500-1750).

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Describe the legacies of Byzantine civilization for both Western and Eastern Europe. | 3.1.1 Create a chart comparing beliefs, organization, and practices of Byzantine and Western Christianity. Make any appropriate inferences from the comparisons. |
| | 3.1.2 Select one of the following areas and describe in writing the importance of the Byzantine contributions to it:<br>a. the law<br>b. Christianity<br>c. preservation of the Greco-Roman heritage<br>d. the development of Russia<br>e. architecture and the arts |
| | 3.1.3 Create a written dialogue or exchange of letters between a citizen of Kiev and a citizen of Rome describing the legacies left by Byzantine civilization. |
| 3.2 Trace the rise of Islam and cite the achievements of Islamic civilization. | 3.2.1 Create a series of maps or a timeline reflecting the spread of Islamic civilization. Make any appropriate inferences from the evidence. |
| | 3.2.2 Create a simple role-play or write a brief essay describing the influence of Islamic teaching on the daily life of a family. |
| | 3.2.3 Write a persuasive essay entitled "__________ was the crowning achievement of Islamic civilization". |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 3: The learner will investigate significant events in and assess characteristics of traditional civilizations (A.D. 500-1750).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.3 Elaborate on the achievements of Chinese and Japanese civilizations, noting their scientific innovations. | 3.3.1 Create a graphic organizer depicting the importance of an invention such as printing or the magnetic compass. |
| | 3.3.2 Create a multi-dimensional timeline for China or Japan showing at least two of the following:<br>a. inventions<br>b. artistic advances<br>c. changes in government<br>d. relations with other world areas |
| | 3.3.3 Assume the perspective of one of the following persons and write a letter to a friend describing daily activities:<br>a. a poet in T'ang China<br>b. a sailor in Ming China<br>c. the wife of a samurai<br>d. a daimyo in the Tokugawa shogunate |
| 3.4 Assess the importance of geographic isolation from Eurasia on the development of African empires and trading states. | 3.4.1 On a map of Africa locate early empires and trading states. Make inferences about their relative location. |
| | 3.4.2 Create a multidimensional timeline showing the development of at least two of the following:<br>a. Kush and Axum<br>b. Ghana<br>c. Mali<br>d. Songhai |
| | 3.4.3 Choose one of the following and assess in writing the importance of isolation from Eurasia on its development:<br>a. the salt-gold trade<br>b. art forms<br>c. religious beliefs and practices<br>d. Islam in Africa |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
**World History**

**COMPETENCY GOAL 3: The learner will investigate significant events in and assess characteristics of traditional civilizations (A.D. 500-1750).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.5 | Evaluate the contributions of the major civilizations of the Americas during the pre-Columbian epoch. | 3.5.1 | On a map of the Americas locate general areas of early civilizations. Make inferences about the influence of relative location on these civilizations. |
| | | 3.5.2 | Create a graphic organizer comparing the religious beliefs, arts, and government of at least two of the following early civilizations:<br>a. the Maya<br>b. the Aztec<br>c. the Inca<br>d. the Olmec |
| | | 3.5.3 | Select one achievement of pre-Columbian civilizations as being most important and write a persuasive essay justifying that selection. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
World History

**COMPETENCY GOAL 4: The learner will investigate significant events in and assess characteristics of medieval Europe (476-1400).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Trace events in Western Europe from the fall of Rome to the emergence of nation-states. | 4.1.1 Create a multidimensional timeline tracing political/military events and economic, religious, and artistic developments from A.D. 476-ca.1400 in what is now one of the following:<br>a. France<br>b. Italy<br>c. Germany<br>d. the United Kingdom<br>e. Spain |
| | 4.1.2 Select one of the following events in European history, and create a graphic organizer elaborating on its causes and effects:<br>a. the Battle of Tours<br>b. the founding of the Carolingian dynasty<br>c. the creation of the Hanseatic League<br>d. the evolution of the Gothic cathedral<br>e. the Crusades<br>f. the Black Death |
| | 4.1.3 Trace on a timeline or graphic organizer developments in one of the following areas throughout the medieval period in Europe:<br>a. science and technology<br>b. church governance and leadership<br>c. architecture<br>d. the social structure |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 4: The learner will investigate significant events in and assess characteristics of medieval Europe (476-1400).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.2 Analyze the extent to which religion integrated economic, political, and social life in medieval Europe. | 4.2.1 Create a graphic organizer to depict the relationship between religion and one of the following:<br>a. the obligations of kings and nobles, masters and serfs<br>b. the code of chivalry<br>c. civil governments |
| | 4.2.2 Create a graphic organizer to show the influence of religion on one of the following:<br>a. the manorial system<br>b. feudal justice<br>c. warfare |
| | 4.2.3 Write a paper analyzing the degree to which religion integrated economic, political, and social life in medieval Europe. |
| 4.3 Assess the influence of contacts such as the crusades on different regions of Europe as well as on other societies. | 4.3.1 Complete a map showing the routes and dates of the most important crusades. Make inferences from the map about areas of Europe and other regions most affected by the crusades. |
| | 4.3.2 Create a role play or write a dialogue to elaborate on the importance of the crusades in bringing new products and ideas to Western Europe. |
| | 4.3.3 Select the most important effect of the crusades for Western Europe or for the Islamic World and write a persuasive essay supporting the selection. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

## COMPETENCY GOAL 4: The learner will investigate significant events in and assess characteristics of medieval Europe (476-1400).

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.4 | Assess the influence of emerging urban centers and universities on medieval society. | 4.4.1 | Create a multi-dimensional timeline depicting at least two of the following developments:<br>a. the growth of towns<br>b. artistic and literary achievements<br>c. the development of science and technology |
| | | 4.4.2 | Plot on a map important urban centers and universities. Make appropriate inferences about their locations. |
| | | 4.4.3 | Write an essay either supporting or refuting the statement "Town air makes free" and assessing the importance of this freedom for the decline of feudalism. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Trace social, political, and cultural changes associated with the Renaissance, Reformation, and rise of nation-states in Europe (1400-1650). | 5.1.1 Create a literary and artistic map of Renaissance Europe associating artists and writers with the places they lived. Make inferences from the map. |
| | 5.1.2 Stage a conversation among, or write the dialogue for a short play featuring, Martin Luther, John Calvin, and Pope Paul III that shows similarities and differences in their religious beliefs. |
| | 5.1.3 Create a timeline showing one of the following:<br>a. persons and events of the Reformation and Counter Reformation<br>b. the rise of centralized power in France and England<br>c. changes in the life of ordinary town and country dwellers<br>d. changes in the German states<br>e. changes in the Italian states |
| 5.2 Chart European expansion into other world areas and cite effects of this expansion on Africans, Native Americans, Asians, and Europeans (1400-1800). | 5.2.1 Create a map showing the extent of European expansion into other world areas and noting the following:<br>a. type of governmental activity involved<br>b. products exchanged |
| | 5.2.2 Create a role play or write the dialogue for a simulated encounter between Europeans and Africans, Asians, or Native Americans. |
| | 5.2.3 Write a persuasive essay on the topic: "_______ was, for indigenous populations, the most important result of European expansion." |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.3 Cite major costs and benefits of the scientific and commercial revolutions for different segments of European society (1600-1800). | 5.3.1 Construct a multidimensional timeline showing significant events of the scientific and commercial revolutions. |
| | 5.3.2 Select two of the following and create a role play or write a dialogue depicting the effects of the scientific and commercial revolutions on their lives:<br>a. an English shepherd<br>b. a Dutch merchant<br>c. a French urban dweller<br>d. a member of a monastic order |
| | 5.3.3 Complete a graphic organizer showing the costs and benefits of either the scientific or the commercial revolution for one of the following:<br>a. hereditary monarchs<br>b. the middle class<br>c. peasants<br>d. the urban poor |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
**World History**

**COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.4 Trace the progress of the Industrial Revolution and assess its effects on Europe and the World (1750-1914). | 5.4.1 Place major events of the Industrial Revolution on a timeline. Use the timeline to make any appropriate inferences for various European nations and other world areas. |
| | 5.4.2 Create a graphic organizer illustrating the effects of one of the following technological developments on Europe and the World:<br>a. the steam powered locomotive<br>b. the cotton gin<br>c. the iron and steel industry<br>d. power looms |
| | 5.4.3 Write a series of letters between any two of the following describing the effects of the Industrial Revolution on daily life:<br>a. an English factory worker<br>b. a cotton planter in the southern United States<br>c. a French peasant<br>d. a Brazilian coffee grower<br>e. an Indian prince<br>f. an African trader |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

## COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.5 Analyze the causes and assess the influence of political revolutions in England, North America, and France on individuals, governing bodies, and church-state relations (1640-1815). | 5.5.1 Create a timeline showing causes, events and individuals associated with one of the following revolutions:<br>a. the "Glorious Revolution" in England<br>b. the American Revolution<br>c. the French Revolution |
| | 5.5.2 Assume the role of one of the following individuals and write a letter to a friend describing feelings and effects on daily life brought about by political revolutions in England, North America, and France:<br>a. Marie Antoinette<br>b. an American Tory<br>c. Philip of Spain<br>d. a Dutch merchant<br>e. an English Protestant |
| | 5.5.3 Create a chart showing changes in church-state relations in England, France, and North America during the period. Make inferences about these changes. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
World History

**COMPETENCY GOAL 5: The learner will trace events and evaluate the significance of movements associated with the rise of the West (1400-1914).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.6 Analyze the impact of European expansion on societies in the Western Hemisphere. | 5.6.1 On a map of the Western Hemisphere indicate areas controlled by different European nations. Make any appropriate inferences from the map.<br>5.6.2 Create a graphic organizer illustrating the impact of one of the following on societies in the Western Hemisphere:<br>a. the Catholic Church<br>b. the slave trade<br>c. the plantation system<br>d. the horse<br>e. European diseases<br>5.6.3 Write a persuasive essay entitled "_______: the most important effect of European expansion on societies in the Western Hemisphere". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 6: The learner will examine causes and consequences of Europe's world domination in the period (1750-1945).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Analyze the forces that both caused and allowed European nations to acquire colonial possessions and trading privileges in Africa, Asia, and the Americas. | 6.1.1 | Generate a list of the causes of European colonialism. Associate these causes with different areas in Africa, Asia, and the Americas. |
| | | 6.1.2 | Generate a list of reasons why peoples in Africa, Asia, and the Americas did not repel European explorers. Associate these reasons with different areas in Africa, Asia, and the Americas. |
| | | 6.1.3 | Create a graphic organizer showing similarities and differences between trading privileges and colonies. |
| 6.2 | Assess the influence of the church, aristocracies, and colonial export economies on Latin American society. | 6.2.1 | Create a graphic organizer showing the influence of the church on Latin American society. |
| | | 6.2.2 | Brainstorm a list of both positive and negative effects for Latin American society of having aristocratic societies and export economies. |
| | | 6.2.3 | Write a persuasive essay entitled "________: the greatest European influence on Latin American society". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 6: The learner will examine causes and consequences of Europe's world domination in the period (1750-1945).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.3 | Compare the effects of voluntary and forced Westernization on societies in Russia, North Africa and Southwest Asia. | 6.3.1 | Map areas of European control or economic domination in North Africa and Southwest Asia prior to 1900. |
| | | 6.3.2 | Create a timeline showing changes in Russia brought about by the Westernization schemes of Catherine the Great and Peter the Great. |
| | | 6.3.2 | Assume the role of one of the following and write a letter to a friend about your feelings toward Western Europe and how European ideas and actions have changed life in the area of the world where you live:<br>a. a Russian boyar<br>b. an Orthodox priest<br>c. an Egyptian peasant<br>d. Suleiman |
| 6.4 | Describe the changes that resulted when European commercial networks were replaced with political domination by the late nineteenth century. | 6.4.1 | Write a brief essay explaining why European powers turned from commercial relations toward political domination of Africa and Asia. |
| | | 6.4.2 | Plot the colonial holdings of various European powers in Africa and Asia on maps of the area. |
| | | 6.4.3 | Create a chart delineating one of the following:<br>a. how European powers administered their colonial holdings<br>b. products exchanged between colonies and European nations<br>c. how various European powers gained control of their colonies |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 6: The learner will examine causes and consequences of Europe's world domination in the period (1750-1945).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.5 Evaluate the effects of colonialism on African, Asian, and European societies. | 6.5.1 Generate a list of the effects of colonialism on African and/or Asian societies. Categorize these effects as economic, political, and social. |
| | 6.5.2 Create a graphic organizer depicting the economic, political, or social effects of colonialism for both Europe and its colonial holdings. |
| | 6.5.3 Select the most important and long-lasting effect of colonialism for both Europe and its colonial possessions and justify the selection in a persuasive essay. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
**World History**

**COMPETENCY GOAL 7: The learner will analyze causes and effects of World events in the early twentieth century (1914-1945).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Analyze the causes and assess the consequences of World War I. | 7.1.1 | Generate lists of both causes and consequences of World War I. Categorize these as economic, political and military, and social. |
| | | 7.1.2 | Choose two of the following and write a dialogue between them about the consequences of World War I for their nations and their personal lives:<br>a. Winston Churchill<br>b. Adolf Hitler<br>c. Lenin<br>d. Woodrow Wilson<br>e. a French veteran of the Battle of the Somme<br>f. a female ambulance driver from England |
| | | 7.1.3 | Write a persuasive essay either defending or refuting the proposition that the most important consequence of World War I was World War II. |
| 7.2 | Judge the causes and effects of the Russian Revolution for Russia and the world. | 7.2.1 | Generate a list of causes of the Russian Revolution. Categorize them as economic, social, and political-military. |
| | | 7.2.2 | Describe in writing some effects of the Russian Revolution for one of the following:<br>a. the Russian nobility<br>b. the Russian middle class<br>c. international socialism<br>d. American Communists |
| | | 7.2.3 | Ten Days That Shook the World, a book written by an American journalist, described the Russian Revolution of 1917. Write an essay arguing that the world was/was not shaken by the revolution. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 7: The learner will analyze causes and effects of World events in the early twentieth century (1914-1945).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Evaluate the causes and consequences of the Great Depression on industrial societies. | 7.3.1 | Generate lists of causes and consequences of the Great Depression. Categorize these as economic, social, and political-military. |
| | | 7.3.2 | On a map of the world indicate world areas as being seriously affected, somewhat affected and not affected by the Great Depression. |
| | | 7.3.3 | Select one nation as being most seriously affected by the Great Depression. Justify the selection in a persuasive essay. |
| 7.4 | Evaluate World War II as the end of one era and the beginning of another. | 7.4.1 | Generate a list of phenomena ended (e.g., Hitler's Third Reich) and phenomena begun (e.g., the atomic age) by World War II. Make inferences from the list. |
| | | 7.4.2 | Create a timeline of events leading to World War II involving two of the following:<br>a. Germany<br>b. Italy<br>c. Japan<br>d. France |
| | | 7.4.3 | Construct written arguments to support or refute the statement that "World War I was the European war, and World War II was the American war." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 8: The learner will analyze problems and assess prospects of an interdependent world (1945-present).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Trace the development of relationships between the Soviet Union and the United States and cite consequences of these relationships for the world. | 8.1.1 | Construct a timeline from 1945 to the present depicting changing relationships between the United States and the Soviet Union. |
| | | 8.1.2 | Examine information about Soviet and United States military expenditures for the period and make inferences about the consequences of this arms race for both nations and for other world areas. |
| | | 8.1.3 | On a world map indicate areas belonging to Soviet or United States spheres of influence at various periods. |
| 8.2 | Analyze economic and political recovery in Japan and Europe. | 8.2.1 | Describe orally or in writing conditions in Europe and Japan immediately following World War II, making inferences about the need for assistance. |
| | | 8.2.2 | Assume the position of one of the following and write a letter to a friend, family member, or business associate concerning economic and political recovery in Japan and Europe following World War II:<br>a. a French coal miner<br>b. a Japanese factory owner<br>c. a British factory worker<br>d. a United States veteran of the war in the Pacific |
| | | 8.2.3 | Write a newspaper editorial commenting on one of the following:<br>a. a commendation for General MacArthur's political leadership in Japan<br>b. a criticism of socialism in England<br>c. alarm about the erection of the Iron Curtain in Europe<br>d. an obituary for General George C. Marshall |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 8: The learner will analyze problems and assess prospects of an interdependent world (1945-present).**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Evaluate the effectiveness of independence movements in Asia and Africa as challenges to the European world domination established in the nineteenth century. | 8.3.1 | Complete a map or construct a timeline showing the progress of independence movements in Africa and Asia. |
| | | 8.3.2 | Create a graphic organizer depicting the international and domestic consequences of loss of empire for France, the United Kingdom, Belgium, or the Netherlands. Make any appropriate generalizations from the chart. |
| | | 8.3.3 | Assume the role of one of the following and write a letter to a friend or business acquaintance commenting on independence movements in Africa and Asia:<br>a. a British Conservative<br>b. a French merchant engaged in international trade<br>c. a Ghanaian patriot<br>d. an Indonesian importer |
| 8.4 | Judge the effects of European domination on societies in Africa, Asia, and Southwest Asia as they re-established their own economies and institutions of self-government. | 8.4.1 | Describe orally or in writing difficulties faced by independent former colonies as they sought to re-establish their own economies. |
| | | 8.4.2 | Select one of the following world areas and construct a timeline to show changes in government since independence:<br>a. the Indian subcontinent<br>b. Africa south of the Sahara<br>c. Indonesia<br>d. northern Africa<br>e. Southwest Asia |
| | | 8.4.3 | Select one nation that gained independence after World War II and write a brief essay assessing the extent to which patterns of European domination have persisted. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 8: The learner will analyze problems and assess prospects of an interdependent world (1945-present).**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.5 Assess the degree to which the international community is capable of resolving recurring global dilemmas. | 8.5.1 Generate a list of organizations and/or activities the international community uses to resolve dilemmas. |
| | 8.5.2 Construct a chart or timeline tracing the efforts of one of the following to solve recurring global dilemmas:<br>a. the United Nations<br>b. the North Atlantic Treaty Organization<br>c. the Warsaw Pact<br>d. any individual nation |
| | 8.5.3 Engage in a classroom debate or write a dialogue between officials of different nations dealing with the proposition that the United Nations is capable of dealing with recurring global dilemmas. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 9: The learner will draw relationships between continuity and change in explaining human history.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Analyze and trace developments in literary, artistic and religious traditions over time as legacies of past societies. | 9.1.1 Create a multidimensional timeline tracing literary, artistic, and religious traditions in one of the following world areas:<br>a. Africa<br>b. Asia<br>c. Europe<br>d. North America<br>e. South America<br>Make all possible inferences and/or generalizations from the timeline. |
| | 9.1.2 Construct a chart or write an essay comparing attitudes toward the individual in society, the good life, and the nature of humankind of any three of the following:<br>a. Confucius<br>b. Gandhi<br>c. Shakespeare<br>d. John Locke<br>e. Machiavelli<br>e. Marcus Aurelius<br>f. Thomas Jefferson<br>g. Martin Luther King |
| | 9.1.3 Select any one nation and create a timeline showing changes in literary and artistic traditions over time. Summarize changes in a brief essay. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World History

**COMPETENCY GOAL 9: The learner will draw relationships between continuity and change in explaining human history.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.2 | Cite those phenomena which represent revolutionary breaks with the past and assess their impact on human history. | 9.2.1 | Generate a class list of "revolutionary" events and phenomena throughout history. Categorize this list using criteria such as political, economic, technological. On a world map locate the sites of the events and phenomena listed. |
| | | 9.2.2 | Select one revolutionary phenomenon and create a graphic organizer citing its causes and effects. |
| | | 9.2.3 | Write a persuasive essay or conduct a classroom debate on the proposition that "________ was the most important revolution in human history". |
| 9.3 | Assess the degree to which discoveries, innovations, and technology have accelerated change. | 9.3.1 | Generate a classroom list of discoveries, innovations, and technological developments. Categorize the list into these three general areas. On a world map locate the sites of each. |
| | | 9.3.2 | Select one innovation and create a graphic organizer showing other innovations it may have caused. Note time lengths between innovations in the chart and make inferences about accelerating change. |
| | | 9.3.3 | Write a persuasive essay or conduct a classroom debate around the proposition that accelerating change threatens to overtake the capacity of humans to deal with it. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World History**

**COMPETENCY GOAL 9: The learner will draw relationships between continuity and change in explaining human history.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.4 | Distinguish what is meant by "civilized behavior" or "civilization" in different times and places and link such meanings to the societies of which they were or are a part. | 9.4.1 | Generate a classroom definition of "civilized behavior" or "civilization". |
| | | 9.4.2 | Describe orally or in writing "civilized behavior" or what was meant by "civilization" in two of the following:<br>a. Athens in the Golden Age<br>b. Mogul India<br>c. medieval Russia<br>d. Renaissance Italy<br>e. Imperial Rome<br>f. pre-Columbian Middle America<br>g. T'ang China<br>h. ancient Zimbabwe<br>i. Germany during the Third Reich<br>j. contemporary Saudi Arabia |
| | | 9.4.3 | Create and justify a written definition of "civilized behavior" and "civilization" for the twenty-first century in any given nation of the world. |

# SOCIAL STUDIES

## INTRODUCTION TO WORLD GEOGRAPHY

Students of World Geography learn about the spatial distribution of people, places, physical features, resources, and human activities. They will ask the questions asked by geographers as they study the world: What is it? Where is it? Why is it there? and What of it?. The study of World Geography in secondary school builds on the foundation laid in cultural geography studies in grades 4-7 as it offers students an opportunity to discern patterns of physical and cultural characteristics in a variety of world regions.

Five fundamental themes or analytical questions introduced in the primary social studies program and developed in grades 4-7 provide the framework for World Geography. They are as follows:

- LOCATION: What is the location of this place on the map? What is its location relative to other places? How does its location affect the lives of the people who live here?
- PLACE: What are the physical and cultural characteristics of this place? What role do these two aspects of the environment play in the character of this locale? How are the people who live here affected by the physical characteristics of this place, and how do they affect the place?
- HUMAN-ENVIRONMENTAL INTERACTION: How does the physical environment affect the lives of people? What have people done to modify this setting, this environment we are studying? How have people adapted to this physical environment?
- MOVEMENT: What role have human migration, cultural diffusion, or the transportation of resources and goods had in shaping the world? How has the movement of people, ideas, and goods influenced life in this place? How is this place connected to other places by these movements?
- REGIONS: How are regions defined? Of what regions is a given place a part? How do regions change; how have they changed; and why? What is the significance of these changes?

Regions and places selected for study will vary, but case studies from each continent will be included. These selected case studies will be set within their regional context and will exemplify important geographic concepts or problems.

Students acquire information from maps, charts, graphs, data bases, and narrative sources. They use this information as they arrive at valid generalizations about issues and phenomena, as they make decisions about geographic issues, and as they suggest solutions to geographic problems. Students of World Geography use self-management skills as they describe people and ideas accurately and without distorting stereotypes, as they express positive attitudes toward change, diversity, and uncertainty. Finally, students exhibit growth in the skills of civic participation as they express concern for the earth's resources, act on their own environmental awareness, and engage in activities that seek to improve the fortunes of the world's people.

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

## COMPETENCY GOAL 1: The learner will analyze relationships between people and the locations of places.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Describe the location of places using relative terms. | 1.1.1 | Give the location of a specific place relative to both cultural and natural features. |
| | | 1.1.2 | Explain in writing the influence of the location of natural resources on the location of a major city. |
| | | 1.1.3 | Use maps to point out the proximity of physical features that have influenced the location of a city or industrial site. |
| 1.2 | Describe the location of places using formal reference systems. | 1.2.1 | Use latitude and longitude to identify the specific location of Chicago, the Atacama Desert, and Heathrow Airport. |
| | | 1.2.2 | Describe orally or in writing a route from one point to another using cardinal directions, latitude, longitude, degrees and minutes correctly. |
| | | 1.2.3 | Describe how people would know if they were in a specific hemisphere. |
| 1.3 | Analyze ways that location influences relationships between people and places. | 1.3.1 | Explain how latitude and proximity to large bodies of water affect the weather and climate for a specific place. |
| | | 1.3.2 | Given a series of factors influencing the economic and social activities within a region, select the most influential and justify the selection in writing. |
| | | 1.3.3 | Select the best location for a new airport and defend the decision using demographic data from the region. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 2: The learner will examine physical characteristics of places.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Define and elaborate on terms used to describe physical characteristics of places. | 2.1.1 | For a given region identify the climate, type of landscape, and natural vegetation. |
| | | 2.1.2 | Explain how a mountain range affects transportation within a particular region. |
| | | 2.1.3 | Assume the role of minister of energy for a developing nation.Use maps and demographic data to explain the environmental impact of a proposed nuclear power plant on a region. |
| 2.2 | Compare the physical characteristics of places in different regions of the world. | 2.2.1 | Locate major deserts on a world map, note their relative and absolute location, and make generalizations about their location. |
| | | 2.2.2 | Create a graphic organizer to show similarities in humid subtropical climatic regions using examples from two continents. |
| | | 2.2.3 | Write a description of how life in a region would change if one physical factor were different (e.g., If the prevailing wind flow was different in North Africa, how would the climate change?). |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

## COMPETENCY GOAL 3: The learner will analyze human characteristics of places.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe human characteristics of places. | 3.1.1 | Examine photographs of buildings and identify the cultural regions where they may be found. |
| | | 3.1.2 | Explain orally or in writing the role religion has played in the political conflict between factions in Northern Ireland and the government of the United Kingdom. |
| | | 3.1.3 | Assume the role of a company executive; analyze languages needed by managers and sales agents from your company to work in new markets in Asia and Central Europe. Write a plan suggesting the language competencies needed in order to serve the two regions under consideration. |
| 3.2 | Explain how different culture groups view the use and modification of the physical environment. | 3.2.1 | Assume the role of one of the following and explain your position on specific laws that are designed to protect the environment:<br>a. a subsistence farmer in a developing nation<br>b. an unemployed miner<br>c. a manufacturer of earth-moving equipment<br>d. a birdwatcher |
| | | 3.2.2 | Explain in writing the impact of education and technology on the use of forest resources in an industrialized nation. |
| | | 3.2.3 | Assume that you are a member of the local wildlife commission. Resolve a dilemma involving a clash between environmentalists and a group of American Indians over the restriction of fishing rights during certain seasons of the year. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 3: The learner will analyze human characteristics of places.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.3 | Analyze factors that affect population distribution. | 3.3.1 | Compare maps of the same region showing the distribution of grain production. Make inferences about the relationship between food production and population distribution. |
| | | 3.3.2 | Compare population density maps for the same region or country at different periods and create hypotheses to explain why the population migrated or shifted as it did. |
| | | 3.3.3 | Compare the percentage of the population engaged in agriculture in developing countries with those engaged in agriculture in more developed countries. Develop an hypothesis about the phenomenon and explain how it could be proved or disproved. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 4: The learner will examine relationships between the cultural and physical geography of a region and explain how they affect and are affected by historic events.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Explain how the physical and human characteristics of place combine to create cultural identity. | 4.1.1 Given the names of resorts and/or retirement communities explain climatic characteristics that contribute to their appeal as a resort or retirement community. |
| | 4.1.2 Analyze examples of architecture from a major city using photographs. List and explain factors that influenced the design and construction of the buildings examined. |
| | 4.1.3 Compare the the location, population, per capita income, political climate, education level, and economic activities of three major industrial centers on two continents and decide which city is the best location for a new assembly plant for household appliances. Justify your choice. |
| 4.2 Examine the role of culture and geography in various historical events. | 4.2.1 Explain why political boundaries sometimes divide or separate groups with the same ethnic heritage. |
| | 4.2.2 Explain how European exploration of the world in the fifteenth and sixteenth centuries was similar to space exploration by the United States and the Soviet Union in the twentieth century. |
| | 4.2.3 Analyze conflicts between governments over regions rich in mineral resources and suggest a course of action that will minimize such conflicts in the future. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 4: The learner will examine relationships between the cultural and physical geography of a region and explain how they affect and are affected by historic events.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.3 | Analyze the impact of historical events on geography and culture. | 4.3.1 | Explain why European languages are sometimes spoken by entire families in some neighborhoods within United States cities. |
| | | 4.3.2 | Explain how changes brought about by war can cause large numbers of people to migrate to another region or country. Cite at least one example of this happening. |
| | | 4.3.3 | Analyze the impact of political conquests upon the culture of the loser in terms of political power, religious practice and use of the native language. Explain how the policies of the conqueror can lead to hostility and future conflicts. |
| 4.4 | Evaluate positive and negative aspects of change over time. | 4.4.1 | Generate a list of impacts on native populations during the European voyages of discovery and exploration. Categorize these as positive, negative, and both. |
| | | 4.4.2 | Explain the significance of technological advances such as the printing press, wireless communication and the airplane on the movement of ideas from continent to continent and from region to region. |
| | | 4.4.3 | Evaluate the impact of evangelism by Christian groups, during the last 500 years, on religions and families throughout the world. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 5: The learner will investigate ways people interact with the environment.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Describe effects of climate, landforms, vegetation, soils, and natural resources on human activity. | 5.1.1 After analyzing data on water needs, growing season, soil type, and climate for a selected crop, identify regions of the world suited by nature for production of that crop. |
| | 5.1.2 Analyze sparsely inhabited regions on two continents and explain why the regions are not heavily populated. |
| | 5.1.3 Explain the relationships between the presence of valuable natural resources and the economic development of a country or region. |
| 5.2 Describe ways people interact with the environment to satisfy their wants and needs. | 5.2.1 List consumer products that are used in many households in the United States. Use a world map to locate the source, including the country where manufactured and the primary natural resource used, of each product. |
| | 5.2.2 Examine pictures of dwellings from various climatic regions on several continents at several time periods. Explain similarities and differences found within climatic regions. |
| | 5.2.3 After research on the supply of a scarce resource such as petroleum, suggest methods of conservation by individuals, governments and business and industry that will prolong its availability. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
World Geography

**COMPETENCY GOAL 5: The learner will investigate ways people interact with the environment.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.3 Elaborate on ways people modify and adapt to the environment in ways that reveal their cultural values. | 5.3.1 Explain how religion affects the use of animals as food in some cultures. |
| | 5.3.2 Resolve a dilemma that involves deciding between maintenance of a clean environment and the loss of jobs by several hundred people in a community. Explain why the decision is in the best interest of the community. |
| | 5.3.3 Propose a safety policy for a United States company that manufactures and markets potentially hazardous products in developing countries. |
| 5.4 Explain how the use of technology changes the environment. | 5.4.1 Identify a problem that has resulted from burning fossil fuels and propose several solutions to the problem. |
| | 5.4.2 Study physical and political maps of a region and decide the best location for a hazardous waste disposal facility. Explain why the location will be the best in scientific rather than political terms. |
| | 5.4.3 Identify and explain methods used to protect ground water and streams from pollution. |
| 5.5 Analyze ways environmental changes may influence regional or global systems. | 5.5.1 Using maps and other data explain the impact of a hydroelectric dam on a valley in an agricultural region. |
| | 5.5.2 Explain the impact of the introduction of modern commercial farming into a region that has traditionally been dependent upon subsistence agriculture. |
| | 5.5.3 Conduct research on the impact of practices such as clear cutting forests, the use of chemical fertilizers or strip mining on the ecosystem. Present the findings using texts, pictures, maps, and charts. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Geography**

**COMPETENCY GOAL 6: The learner will demonstrate that localities, states, and nations are interdependent.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Identify linkages involving transportation and communication. | 6.1.1 | Identify major railroads, highways, air routes and shipping lanes on appropriate maps for an area studied. |
| | | 6.1.2 | Describe the impact of instantaneous contact through various telecommunications links upon individuals, governments and businesses. |
| | | 6.1.3 | Explore the types of communication links needed by a United States company with a subsidiary in Thailand. Write a memorandum recommending a communication system for the new plant in Bangkok. |
| 6.2 | Examine reasons for the interdependence of localities, states, and nations. | 6.2.1 | Examine products on a typical grocery list. Determine the origin of the product and plot the place of origin on a world map. |
| | | 6.2.2 | Explain how one region or country achieves a comparative advantage over another in the manufacture and sale of a particular product. |
| | | 6.2.3 | Choose a product or service and construct a chart showing which nations export and import it. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 6: The learner will demonstrate that localities, states, and nations are interdependent.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Analyze the impact of a locality's use of resources and technology on other places. | 6.3.1 Identify a resource or product needed by but not found within United States borders. On a world map indicate suppliers of the product for the United States. |
| | 6.3.2 Describe the changes that will occur in a community if its primary economic activity changed from the direct sale of a raw product to the manufacture or processing and sale of products made from the same resource. |
| | 6.3.3 Assume the role of an anthropologist and explain the changes observed in an isolated community that receives television via satellite for the first time. |
| 6.4. Analyze conflicts involving scarcity, barriers to trade, and discrepancies in technology. | 6.4.1 Identify terms such as tariffs, dumping, exploitation, and balance of trade. Use the terms in a paragraph describing international trade. |
| | 6.4.2 Take a position on whether the United States should allow free trade or adopt policies that protect United States companies. Explain why your position is in the best interest of the country. |
| | 6.4.3 Create a plan to protect the citizens in a developing region from culture shock and environmental damage when a new industry is introduced. Demonstrate that the plan is needed by documenting instances where problems have arisen that your plan will avoid. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Geography**

**COMPETENCY GOAL 6: The learner will demonstrate that localities, states, and nations are interdependent.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.5 | Evaluate alliances (regional and international) created to promote interdependent relationships. | 6.5.1 | Make a chart giving the purpose and member states' names of political and economic alliances such as the European Community, the Organization of American States, and the Organization of Petroleum Exporting Countries. |
| | | 6.5.2 | Describe how several governments in a region can cooperatively solve a common problem such as air pollution, use of water resources, national defense, or inadequate transportation. Choose a problem and explain the solution giving specific examples. |
| | | 6.5.3 | Examine progress made in the United States in the development of plans to dispose of radioactive wastes. Explain the magnitude of the problem, describe the resources needed, and predict the consequences of not developing a viable plan. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 7: The learner will evaluate the significance of the movement of people, goods, and ideas among various world regions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Identify conditions that cause movements of people, goods, and ideas. | 7.1.1 | Describe a condition that has caused the mass migration of people. |
| | | 7.1.2 | Explain how a town of 500 citizens will change as a result of the location there of a new high tech manufacturing facility that employs 300 people. |
| | | 7.1.3 | Write a brochure inviting students to participate in an international student exchange program, stating the benefits to participants and their countries. |
| 7.2 | Describe how communication and transportation influence the flow of ideas and resources from place to place. | 7.2.1 | Monitor network newscasts and tally the countries named. Explain the reasons for each country being in the news and determine if it is in the news for political, social or economic reasons. |
| | | 7.2.2 | Plan the shipment of a product to a place more than three thousand miles from home. Indicate each method of transportation needed and the type of communication used to make the arrangement. Explain why the means of travel and communication were chosen. |
| | | 7.2.3 | Design and conduct a community survey on the influence a hostile nation can have on economic and political life in the United States. Prepare a report of the findings. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 7: The learner will evaluate the significance of the movement of people, goods, and ideas among various world regions.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Illustrate how cultures grow and change through movement of people, goods, and ideas. | 7.3.1 | Examine data on languages or religions found in a region and explain where the language or religion originated. |
| | | 7.3.2 | Describe how South Africa or Brazil would be different today if there had been no contact with Europe during the past 500 years. |
| | | 7.3.3 | Choose a natural disaster, a military event, or the discovery of a new resource. Prepare a report on how the event might contribute to cultural change. |
| 7.4 | Examine impacts of cultural barriers (religion, language, and politics) on the movement of people, goods, and ideas. | 7.4.1 | Explain the advantages of speaking French if your job is to sell pharmaceutical products in France. |
| | | 7.4.2 | Argue the proposition that a person would be safe living in a country recently defeated by his home country in a war. Explain your answer. |
| | | 7.4.3 | Prepare a checklist of do's and don'ts for a new plant manager who will live in an Islamic country. |
| 7.5 | Analyze ways that movement influences the interdependence of regions and peoples around the world. | 7.5.1 | Give reasons for travel to another country or region. |
| | | 7.5.2 | Identify raw materials that are used to manufacture a product that influences the everyday life of United States citizens. Prepare a map showing locations where each raw material may be found. |
| | | 7.5.3 | Construct a chart showing the costs and benefits of having a large military base from another nation located in your country. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 8: The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Generate criteria used to define a region. | 8.1.1 | Analyze a well known region such as the Mississippi Delta or the Great Plains; describe its landscape and natural vegetation; and explain how it is distinguishable from other regions. |
| | | 8.1.2 | Use maps and other data to analyze the distribution of plant life and people in an industrial region and an agricultural region. Describe the differences in the two regions. |
| | | 8.1.3 | Examine the political boundaries of India. Describe cultural and physical features that influenced its boundaries. |
| 8.2 | Identify major regions of the world and list the criteria used to differentiate each region. | 8.2.1 | Describe cultural features that distinguish Latin America from Scandinavia. |
| | | 8.2.2 | Describe what a region would need in order to be considered technologically advanced. Explain why you feel the type of technology chosen is the most important. |
| | | 8.2.3 | Identify a region that is distinguishable from other regions because of religion. Explain why religion is such a dominant feature. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 8: The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Examine factors that may produce change or promote stability in a region. | 8.3.1 | Explain how a predictable climate can contribute to successful farming within a region. |
| | | 8.3.2 | Analyze the available resources within a 100-mile radius of a city dependent on manufacturing and explain how the presence of resources influenced the type of manufacturing. |
| | | 8.3.3 | Analyze a transportation map that shows roads, railroads, air routes and/or water routes that connect a city or region with other cities and regions. Explain what would happen if the airport, a major highway or the railroad were no longer available. |
| 8.4 | Analyze factors that produce conflict and/or cooperation in a region or among regions. | 8.4.1 | Identify a heavily populated arid region that has overcome its lack of rainfall. Explain how. |
| | | 8.4.2 | Imagine that a city is polluting the river by discharging untreated wastewater into it. Cities downstream that rely on the river as a source of drinking water are very upset. Suggest ways to resolve the conflict. |
| | | 8.4.3 | Imagine you are a representative from the United Nations charged with the responsibility of helping neighboring countries resolve a dispute over a political boundary. An area 15 miles wide and 30 miles long is in dispute. Plan what steps you would take to help the countries resolve the dispute. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 8: The learner will demonstrate that regions are basic units of geographic study and explain differences among regions of the world.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.5 | Develop an appreciation of the racial, ethnic, cultural, and religious diversity of a region. | 8.5.1 | Construct a map showing the general location of the major language groups found in Eastern Europe. |
| | | 8.5.2 | Create a chart that shows the absolute number and relative percentage of African Americans, Poles, Italians, Greeks, Chinese, Japanese and Hispanics who live in the city of Chicago. |
| | | 8.5.3 | Construct a chart illustrating the religious diversity of Canada. |
| 8.6 | Examine similarities and differences within and among culture regions. | 8.6.1 | Examine the role of parents and children in families from several ethnic groups and create a graphic organizer comparing them in terms of discipline of children, parental involvement in child rearing, parental roles outside the family, and relationships within the extended family. |
| | | 8.6.2 | Examine census data to determine patterns in employment and professional pursuits by various ethnic groups. Explain reasons for any patterns that were observed. |
| | | 8.6.3 | Analyze the relative status of various groups within a given society and explain why some groups have higher status than others. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Geography

**COMPETENCY GOAL 9: The learner will employ geographic understandings of world regions in analyzing problems and opportunities of developed and developing regions.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Identify criteria for evaluating the social and economic development of regions. | 9.1.1 Correctly define terms such as life expectancy, Gross National Product, education level and infant mortality. |
| | 9.1.2 Argue the proposition that the protection of human rights is a characteristic of a socially developed region. |
| | 9.1.3 Construct a chart showing statistics on imports and exports by countries within several regions and indicate which regions have the most favorable balance of trade. |
| 9.2 Distinguish between developed and developing regions. | 9.2.1 Indicate countries within a region that are technologically advanced and give reasons for your choice. |
| | 9.2.2 Indicate the location of developed and less developed countries. Formulate a theory about the location of countries in each category. |
| | 9.2.3 Analyze social and economic data on several countries and classify them as developed and developing. Indicate the location of countries in each category by color coding them on a map. |
| 9.3 Analyze development in a variety of world regions and compare costs and benefits. | 9.3.1 Analyze the benefits of economic development of a country or region in terms of the standard of living of its citizens. |
| | 9.3.2 Analyze the costs of the economic development of a country or region in terms of resource use and cultural change. |
| | 9.3.3 Assume the role of a United Nations official and prepare an address to the General Assembly on how the development of a specific region affects other regions. |

# SOCIAL STUDIES

## INTRODUCTION TO WORLD CULTURES

The study of World Cultures enables students to understand that people live, behave, and believe as they do because of their culture. Students of World Cultures begin to understand that culture is dynamic and evolving and that people can shape their cultures as their cultures shape them. They understand as well that the ways judgments are formed, events are interpreted, and decisions are reached are culturally determined.

As students examine the institutions, settings, and people of other cultures they gain perspectives that enable them to examine our culture, to analyze elements of our culture, and to make judgments as to how well practices and institutions of our own culture work. Such an examination helps students to understand more fully what it means to be an American.

In the study of World Cultures students examine persistent issues such as ecology, peace and security, technology, the position of the individual in society, and the importance of national and cultural identity. Through an examination of issues that are global in scope, students prepare themselves to be good decision makers about domestic and international policies concerning such issues.

Cultural regions, institutions, and practices chosen for examination in the World Cultures course may vary, but those used should include important cultures of Africa, Asia, Europe, North America, and Middle and South America. Specific cultures should be chosen to illustrate the diversity and richness of the cultures of the world and engage students in using the arts, literature, and artifacts of those cultures as a means of understanding them.

In their study of World Cultures students will acquire information from a wide array of sources and will use information to analyze and compare cultural attributes and practices. As they make judgments about how well cultural practices and institutions work and reach decisions about global issues, students hone their decision-making skills. As they come to understand that people believe and live as they do for reasons that are logical within their cultural context, students sharpen their own skills of self-management. Finally, as students examine the position of the individual in other societies, their understanding of their own civic worth and the importance of their civic participation grows.

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 1: The learner will generalize that all people live within a variety of cultural arrangements.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Generate a working definition of culture. | 1.1.1 | Brainstorm a list of words and phrases associated with the term "culture". Use the list to develop categories that might be used for analytical purposes. |
| | | 1.1.2 | Select a familiar culture (e.g., "teen" culture, North Carolina culture). Apply developed categories to the familiar culture and refine categories. |
| | | 1.1.3 | Acquire information about an unfamiliar culture. Determine whether that culture can be examined using the same categories. Refine categories as needed and summarize them in writing. |
| 1.2 | Analyze elements of a culture. | 1.2.1 | Using a definition of culture, list in writing the elements of culture. |
| | | 1.2.2 | Select one of the following elements of any culture:<br>a. language<br>b. rules of social behavior<br>c. education<br>d. games and pastimes<br>e. food<br>Examine the element selected in a variety of cultural groups in order to generate a full description of the meaning of the selected element. Synthesize findings in a brief written statement. |
| | | 1.2.3 | Apply all identified elements of culture to a familiar cultural group to determine whether they are sufficient for a full examination of a culture. Revise if necessary and summarize elements graphically or in writing. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 1: The learner will generalize that all people live within a variety of cultural arrangements.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.3 Elaborate on distinctions among sub-cultures, dominant cultures, regional cultures and world-wide culture. | 1.3.1 Define and give oral or written examples illustrating sub-cultures, dominant cultures, regional cultures, and world-wide culture.<br>1.3.2 From descriptions of cultures, state whether each is a sub-culture, dominant culture, or regional culture.<br>1.3.3 Write brief explanations elaborating on similarities and differences among sub-cultures, dominant cultures, and regional cultures. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

## COMPETENCY GOAL 2: The learner will recognize the family as the most enduring social unit in any culture.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.1 | Analyze and assess the cultural usefulness of various forms of family organization. | 2.1.1 | Generate a written list of examples of various forms of family organization. |
| | | 2.1.2 | Create graphic organizers depicting various forms of family organization. Use them to summarize similarities and differences among family organizations in a brief oral or written analysis. |
| | | 2.1.3 | From a description of the family organization in a particular culture, write a persuasive essay arguing that the family organization is/is not culturally useful. |
| 2.2 | Elaborate on various socially important functions that families perform including the maintenance of cultural norms and mores. | 2.2.1 | Generate a written list of functions that families perform in any culture. |
| | | 2.2.2 | Using a list of functions that families perform, create a graphic organizer depicting those functions. |
| | | 2.2.3 | From a description of family life in a given culture, summarize in writing ways the family maintains cultural norms and mores. |
| 2.3 | Summarize the importance of kinship bonds to a culture. | 2.3.1 | From descriptions of life in various cultures, list examples of kinship bonds. |
| | | 2.3.2 | Select a particular culture, identify examples of kinship bonds in the culture, and write a brief summary of the importance of kinship bonds to that culture. |
| | | 2.3.3 | Write a brief essay predicting the cultural consequences of the loosening of kinship bonds. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
**World Cultures**

**COMPETENCY GOAL 3: The learner will analyze the interaction of a culture with its physical environment.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Describe the absolute location of the culture and its location relative to other pertinent cultures. | 3.1.1 | Locate a given culture on an appropriate map. |
| | | 3.1.2 | From a map of the area surrounding the location of a particular culture, suggest other cultures with which it might interact. |
| | | 3.1.3 | Create a map or chart showing interactions among a given culture and others near it. |
| 3.2 | Examine the possibilities and constraints of the physical environment as seen by different cultural groups. | 3.2.1 | Select two cultural groups that illustrate living within the confines of the physical environment and overcoming the constraints of the physical environment. Create a graphic organizer describing similarities and differences between the two cultural groups in their use of the physical environment. |
| | | 3.2.2 | Collect examples of art, literature, and other cultural expressions depicting how different cultural groups view the physical environment. Use these examples to create oral or written summaries of how these groups express their views of the physical environment. |
| | | 3.2.3 | From a description of a cultural group, write a brief essay arguing that the group views the physical environment as a barrier or as a frame for its own development. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 3: The learner will analyze the interaction of a culture with its physical environment.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.3 | Explain how the physical and human characteristics of place combine to influence cultural identity. | 3.3.1 | From a description of a culture, summarize orally, graphically, or in writing the physical and human characteristics of the place it occupies. |
| | | 3.3.2 | Use a description of the daily lives of people living within a culture to identify examples of how their cultural identity is influenced by the physical and human characteristics of the place where they live. Summarize examples in writing. |
| | | 3.3.3 | Given a description of the physical and human characteristics of a real or hypothetical place, write an analysis of how these characteristics might influence the cultural identity of people living there. |
| 3.4 | Assess the extent to which people reveal their cultural values as they modify and adapt to the environment. | 3.4.1 | Generate a list of terms or ideas that might be called "cultural values." From the list, identify terms or ideas associated with the environment. |
| | | 3.4.2 | Using a description of a culture within its environment, identify examples of modifying or adapting to the environment. Orally or in writing, suggest any cultural values revealed by such interaction with the environment. |
| | | 3.4.3 | Write a persuasive essay entitled "Interacting with the Environment: Cultural Values as Expressed through _________ Culture." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 4: The learner will elaborate on the importance of material expressions of a culture.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Identify and describe material expressions of the culture. | 4.1.1 Generate a written definition of material culture. |
| | 4.1.2 From information about a particular culture, identify and describe its material expressions in a graphic organizer. |
| | 4.1.3 Given information about the material aspects of a culture, write a brief description of that culture. |
| 4.2 Analyze material aspects of the culture in terms of their usefulness to the culture. | 4.2.1 Summarize orally or in writing what is known about the material expressions of a given culture. |
| | 4.2.2 Given an aspect of the material culture (e.g., architecture, dress), make inferences about its usefulness to the culture. |
| | 4.2.3 Select one aspect of the material culture and create a graphic organizer showing its cultural usefulness. |
| 4.3 Engage in cross-cultural comparisons of such phenomena as architecture, visual arts, dress, and sports and games. | 4.3.1 Given information about two or more societies, identify similarities and differences in their material culture. Summarize findings in writing. |
| | 4.3.2 After examining a material phenomenon such as dress using examples from varied cultures, create a graphic organizer summarizing cultural similarities and differences in the phenomenon. |
| | 4.3.3 Write a persuasive essay arguing that sports are/are not the most unifying factor in American culture. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 5: The learner will assess the importance of non-material expressions of a culture.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.1 | Describe how such cultural expressions as religion, education, and language both maintain and communicate their cultures. | 5.1.1 | Generate a definition of "cultural expressions." Apply the definition to the culture being studied and write a brief description of the expressions of that culture. |
| | | 5.1.2 | Create a chart or other graphic organizer illustrating the variety of religious beliefs, educational institutions, or languages in the culture being studied. Write a brief summary of the graphic depiction. |
| | | 5.1.3 | From information about the expressions of a culture, write a description of the culture. |
| 5.2 | Analyze non-material expressions of the culture in terms of their usefulness to the culture. | 5.2.1 | Generate a definition of the term "non-material culture." Apply that definition to the culture being studied and write a brief summary of its non-material aspects. |
| | | 5.2.2 | Create a graphic organizer analyzing one non-material aspect of a given culture. |
| | | 5.2.3 | Given one aspect of the non-material culture of a particular society, write a paragraph assessing its cultural usefulness to the society. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 5: The learner will assess the importance of non-material expressions of a culture.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.3 Engage in cross-cultural comparisons of such phenomena as religion, education, and language. | 5.3.1 Create a graphic organizer comparing beliefs, numbers of adherents, general geographic location, and other aspects of the major religions and belief systems of the world. Write a brief summary of the chart.<br>5.3.2 Using information about child-rearing and work in several cultures, compare their systems of education and training. Present findings visually, orally, or in written form.<br>5.3.3 Create a map illustrating language diversity within and among cultures in a given geographic area. In a brief essay, make inferences about the importance of such diversity. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
World Cultures

**COMPETENCY GOAL 6: The learner will generalize that all cultures address the central problem of scarcity as they consume, produce, and trade.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Identify distinguishing characteristics of the economic systems of various cultures. | 6.1.1 Generate a working definition of the term "economic system." Apply the definition to the culture studied and write a brief summary of that culture's economic system. |
| | 6.1.2 From a detailed description of a culture, identify distinguishing characteristics of its economic system and briefly describe them in writing. |
| | 6.1.3 Using information about the economic systems of various cultures, identify their distinctive characteristics and describe similarities and differences in writing or orally. |
| 6.2 Compare the economic systems of various cultures using criteria such as productivity, stability, and economic justice. | 6.2.1 Using information about the gross domestic product of several nations in various parts of the world, construct a continuum with the least productive economy on one end and the most productive on the other. Make inferences about reasons for differences in productivity. |
| | 6.2.2 Given information about the economies of two different cultures, create a graphic organizer comparing the economies using pre-determined criteria. |
| | 6.2.3 Engage in a classroom debate or prepare position papers for such a debate based on the proposition, "Justice is the most important aim of any economic system." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 6: The learner will generalize that all cultures address the central problem of scarcity as they consume, produce, and trade.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Judge the effectiveness of various economic systems in addressing the problem of scarcity. | 6.3.1 Using descriptions of cultures having traditional, market, command, and mixed economic systems, determine how each makes economic decisions. Summarize findings in written or graphic form.<br>6.3.2 From information about two of the following economic systems, compare their effectiveness in addressing the problem of scarcity:<br>a. traditional<br>b. market<br>c. mixed<br>d. command.<br>Report comparisons orally, in writing, or using graphic organizers.<br>6.3.3 Write a persuasive essay entitled "_________________ Economies Bring the Greatest Good to All." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 7: The learner will conclude that all cultures legitimize power to provide for security and internal order.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.1 Identify distinguishing aspects of the political systems of various cultures. | 7.1.1 Generate a classroom list of attributes of various political systems. Categorize these attributes according to the following political system labels:<br>a. republic<br>b. dictatorship<br>c. constitutional monarchy<br>d. absolute monarchy<br>e. theocracy<br>f. oligarchy |
| | 7.1.2 From a general description of a given culture, identify the form of its political system. |
| | 7.1.3 Given information about at least three widely varying cultures, describe distinguishing characteristics of their political systems in a brief written summary. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

**COMPETENCY GOAL 7: The learner will conclude that all cultures legitimize power to provide for security and internal order.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.2 Compare the political systems of various cultures using such criteria as individual rights, stability, the role of factions, and transfer of power. | 7.2.1 Generate written definitions of the terms "individual rights," "stability," "role of factions," and "transfer of power." |
| | 7.2.2 Select three diverse cultures and compare their political systems using two of the following criteria:<br>a. individual rights<br>b. stability<br>c. role of factions<br>d. transfer of power<br>Report comparisons in graphic or written form. |
| | 7.2.3 Assume the role of a teenager in a nation in one of the following world areas and write an exchange of letters between the person and an American teenager comparing individual rights in the two societies:<br>a. Latin America<br>b. Africa<br>c. Asia<br>d. Europe |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Cultures**

**COMPETENCY GOAL 7: The learner will conclude that all cultures legitimize power to provide for security and internal order.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.3 Judge the effectiveness of various political systems in addressing problems of security and internal order and in resolving conflicts between and among cultures. | 7.3.1 Analyze crime statistics from several authoritarian and democratic countries and decide if one type of government is more successful in crime prevention than another. Report findings orally or in writing. |
| | 7.3.2 Compare the national budgets of several countries. Determine how expenditures are allocated. Assume the role of a citizen of one of the following nations and write a letter to the editor proposing larger or smaller expenditures in a given category.<br>a. Israel<br>b. Japan<br>c. Germany<br>d. Cuba<br>e. Poland<br>f. Russia<br>g. South Africa |
| | 7.3.3 Examine the period leading up to armed conflict within several countries and make judgements about the relative status of social, economic and political conditions within those countries. Determine if there are any patterns of conditions that lead to armed conflict. Write a persuasive essay arguing that one pattern is more important than others. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

## COMPETENCY GOAL 8: The learner will analyze ways cultures change.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.1 | Identify innovation, diffusion, and reinterpretation as means of cultural change and apply these concepts appropriately to specific situations. | 8.1.1 | Write brief descriptions of specific examples of innovation, diffusion, and reinterpretation as means of cultural change. |
| | | 8.1.2 | Create a graphic organizer depicting how one of the following has caused a specific culture to change:<br>a. innovation<br>b. diffusion<br>c. reinterpretation |
| | | 8.1.3 | Given a description of a culture, identify ways the culture is changing, and determine whether the culture is being most changed by innovation, diffusion, or reinterpretation. Summarize in writing. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## World Cultures

## COMPETENCY GOAL 8: The learner will analyze ways cultures change.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.2 | Analyze the impact of historical events on cultural institutions. | 8.2.1 | Hypothesize about how one of the following might cause changes in cultural institutions:<br>a. invasion by a foreign power<br>b. a political revolution<br>c. a natural disaster (e.g., earthquake, flood, volcanic eruption)<br>d. the discovery of a new source of wealth<br>e. the death of a totalitarian ruler<br>Summarize in writing. |
| | | 8.2.2 | Create a graphic organizer showing how an event in the history of a given culture (e.g., the Great Cultural Revolution in China, World War I in France) affected various institutions of the culture. |
| | | 8.2.3 | Write a persuasive essay entitled "______________________: The Greatest Event in the History of the __________ Culture." |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Cultures**

**COMPETENCY GOAL 8: The learner will analyze ways cultures change.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Assess the importance of rate of change and migration (movement of people) as factors in cultural responses to change. | 8.3.1 | Place historical changes in one specific area (e.g., office machines, agriculture, medicine) on a timeline. Make inferences about accelerating rates of change and their effects on people. |
| | | 8.3.2 | Given data about population movement over a period of time (e.g., westward from Europe and Africa in the 18th and 19th centuries, northward from Central America over the last decade, westward from Eastern Europe since 1990), indicate on a world map the direction and amount of migration in 1800, 1900, and 1990. Make inferences about what the changes might mean for the emigrating and receiving populations. |
| | | 8.3.3 | Create a dialogue, poem, or audiovisual presentation assessing the impact of either rate of change or population migration on a particular group of people. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Cultures**

**COMPETENCY GOAL 9: The learner will conclude that all cultures exist within the "Global Culture" created by technology and are affected by the emerging challenges of that culture.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.1 | Describe significant characteristics of the "global culture" created by technological changes and assess the degree to which given cultures or sub-cultures participate in it. | 9.1.1 | Generate a class list of words and phrases associated with the term "global culture." Divide the list into agreed-upon categories. |
| | | 9.1.2 | Using the list of terms and categories, write a description of various aspects of "global culture." |
| | | 9.1.3 | Select a particular culture and its subcultures. Using the description of the global culture and information about the selected culture, determine the extent to which the culture and its subcultures participate in the global culture. Report findings orally, graphically, or in writing. |
| 9.2 | Judge the importance of cultural values as they affect relationships between and among cultures. | 9.2.1 | From a description of a culture in its setting, generate a list of the values of the culture. Group terms on the list into workable categories. |
| | | 9.2.2 | Using the culture and categories developed above, examine the relationships of the culture with its neighbors. Identify examples of cultural conflict and agreement among the cultures. Write a paragraph summarizing findings. |
| | | 9.2.3 | Imagine that a visitor from one of the following cultures is planning a visit to your home. Write a letter of welcome that will help the visitor avoid making cultural errors or blunders as a guest in your home.<br>a. Germany<br>b. India<br>c. Japan<br>d. Brazil<br>e. Egypt |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**World Cultures**

**COMPETENCY GOAL 9: The learner will conclude that all cultures exist within the "Global Culture" created by technology and are affected by the emerging challenges of that culture.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.3 Analyze current issues such as ecological/ environmental concerns, political instability, and nationalism as emerging challenges for the "global culture." | 9.3.1 Generate a class list of issues or challenges facing the world. Categorize the list in terms of relative urgency and in other agreed-upon ways. |
| | 9.3.2 Select one issue of urgency or personal interest, conduct research on it, and create graphic organizers describing it and showing its potential influence. |
| | 9.3.3 Write a persuasive essay entitled "______________: The Most Important Challenge to the Global Culture". |

# SOCIAL STUDIES

## INTRODUCTION TO UNITED STATES HISTORY

The study of United States History builds on the eighth grade study of the History of North Carolina as an American State. From the eighth grade study of North Carolina History, students bring broad understandings of the founding and early national periods of our history. By having concentrated on the eighteenth and nineteenth centuries in their eighth grade study, students of this course can logically place their emphasis on the twentieth century. From earlier studies of the Constitution and the American frame of government, students bring broad understandings on which this study can build. Consequently, it is appropriate that this study emphasize the economic, social, and political developments of the twentieth century.

By the time students arrive at this study of United States History they will have had significant exposure to world studies. Whether their perspectives are cultural, geographic, or historical, they bring these to their study of our own nation's history. They discern that the political institutions of the United States had their origins in Europe and that European political ideas in colonial and revolutionary British North America were adapted and expressed in the founding documents of the United States. As they study United States History, students realize that essentially European ideas of government and society have become American as our society has become much more diverse and complex. It is perhaps the unique genius of the United States that no other society has maintained itself for so long over such a vast area with such an increasingly diverse population.

Students of United States History learn of our nation's past in order to gain historical perspective: to determine how past events have influenced our own times and have determined the options open to us as we seek solutions to problems. In this context, the study of United States History concentrates on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. Such historical study leads beyond the mere remembering of unexamined and isolated facts toward the ability to detect trends, analyze movements and events, and develop a "sense of history".

Students examine conflicting interpretations of events in history and explore theories of why things happened as they have in America's past. By gaining familiarity with various schools of historical thought and examining their competing claims, students come to sophisticated understandings of what it has meant, means, and may in the future mean to be an American citizen. When these understandings are achieved, historical study will have attained its purpose. It will have given a generation of Americans its collective roots.

Information acquisition skills of students of United States History are used as they search for conflicting interpretations of historical events or for artistic and literary reflections of events. Students use this array of information as they come to refined judgments of historical events, movements, and personalities. As students explore the actions and thoughts of Americans living in earlier times, their self-management skills enable them to understand that contemporary judgments of historical events may be flawed unless the perspectives of those who experienced the events are taken into account. Finally, as students examine the developing civic life of our nation, their perspectives on the importance of civic participation will be enhanced.

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 1: The learner will analyze those elements in the American colonial experience that led to separation from England.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.1 | Describe how geographic diversity influenced economic, social, and political life in colonial North America. | 1.1.1 | Use relief and other maps to examine the geographic diversity of colonial North America. Write a brief essay describing this diversity. |
| | | 1.1.2 | Create a chart or other graphic organizer showing economic, social, and political life in the British North American colonies. Make inferences about the influence of geographic diversity on the economic, social, and political life of the colonies. |
| | | 1.1.3 | Write a persuasive essay arguing that physical geography was/was not a significant influence on economic, social, and political life in colonial North America. |
| 1.2 | Describe the contributions of various racial, ethnic, and religious groups including African Americans and Native Americans to the development of a new culture. | 1.2.1 | On maps of North America dated 1650, 1700, and 1750, locate major racial, religious, and ethnic groups. Make inferences about the location of these groups, changes over the century depicted, and their influences on the lives of others in those areas. |
| | | 1.2.2 | Given a list of achievements in any field (e.g., literature, education, the arts, crafts and industry) in the colonial period, identify the contributions to those achievements of individuals or groups representing different racial, religious, and ethnic backgrounds. |
| | | 1.2.3 | Select one racial, religious, or ethnic group including African Americans and Native Americans, and write a report or create a collage or other visual representation depicting its contributions to the development of a new culture. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 1: The learner will analyze those elements in the American colonial experience that led to separation from England.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.3 Elaborate on the sources of American nationalism. | 1.3.1 Generate a list of words or phrases associated with the term "nationalism". Use the list to come to a classroom definition of the term and determine if it can be applied to any aspect of colonial life in British North America. |
| | 1.3.2 Generate a list of reasons why various European and other groups moved to North America in the colonial period. From the list, identify and explain those reasons that might contribute to American nationalism. |
| | 1.3.3 Create a timeline or web chart illustrating logically defensible sources of American nationalism. |
| 1.4 Distinguish between immediate and long-term causes of the American Revolution. | 1.4.1 Generate a list of causes of the American Revolution. Categorize the list into economic, political, and social causes or any combination of these. |
| | 1.4.2 Given causes of the American Revolution, place them on a timeline. |
| | 1.4.3 Using a list of causes of the American Revolution, categorize into immediate and long-term and justify the categories chosen. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 1: The learner will analyze those elements in the American colonial experience that led to separation from England.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 1.5 | Assess the importance of military engagements, personalities, and geo-political factors in the defeat of the British. | 1.5.1 | Generate a list of reasons why the British were defeated in the American Revolution. Categorize the list into battles, personalities, geo-political factors, or any combination of these. |
| | | 1.5.2 | Create a multidimensional timeline showing military engagements, personalities, and other pertinent events and phenomena of the American Revolution. |
| | | 1.5.3 | Write a persuasive essay entitled "__________ was the single most important reason for the success of the American Revolution". |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Trace the development of concepts of self-government in British North America from the Mayflower Compact to the Declaration of Independence. | 2.1.1 Generate a list of words and phrases associated with the term "self- government". |
| | 2.1.2 Examine political movements and writings of the colonial period and identify in them ideas of self-government. |
| | 2.1.3 Create a diagram or timeline showing the development of concepts of self-government and be able to defend in writing any idea or event selected. |
| 2.2 Associate ideas in the founding documents with their European origins. | 2.2.1 Identify the ideas of each of the following that found some expression in the founding documents:<br>a. Sir Isaac Newton<br>b. John Locke<br>c. Montesquieu<br>d. Jean Jacques Rousseau<br>e. Thomas Hobbes |
| | 2.2.2 Given a document such as the Declaration of Independence, identify the European origins of some ideas. |
| | 2.2.3 Prepare a written or oral report on the influence of European philosophical ideas on America's founding documents. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 2.3 | Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government. | 2.3.1 | Identify Constitutional provisions that both increased and restricted the rights of individuals, of representative assemblies, and of states. |
| | | 2.3.2 | Create a diagram or write a paragraph comparing the preambles of the Declaration of Independence and the Constitution in terms of ideas of self-government. |
| | | 2.3.3 | Engage in a classroom debate or write a persuasive essay on the proposition that the Constitution was a check on self-government. |
| 2.4 | Evaluate the arguments of The Federalist and The Anti-Federalist papers as expressions of differing theories about self-government. | 2.4.1 | Compare Federalist and Anti-Federalist viewpoints as expressed in the Papers on the following topics:<br>a. the powers of the Presidency<br>b. the role of Congress<br>c. the judiciary |
| | | 2.4.2 | Summarize both Federalist and Anti-Federalist arguments regarding one of the following topics:<br>a. state sovereignty<br>b. the need for a Bill of Rights<br>c. the danger of a tyrannical central (national) government |
| | | 2.4.3 | Imagine that authors of both Federalist and Anti-Federalist Papers are living today. Write a report from one of them on "how things have turned out" in relation to one of the following:<br>a. separation of powers<br>b. checks and balances<br>c. the rights of individuals<br>d. the rights of states |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

## COMPETENCY GOAL 2: The learner will apply ideas of self-government as expressed in America's founding documents.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.5 Judge the extent to which the Bill of Rights extended the Constitution. | 2.5.1 Summarize arguments both for and against adding the Bill of Rights to the Constitution.<br>2.5.2 Write an essay arguing that the careful enumeration of powers in the Constitution made a Bill of Rights necessary/ unnecessary.<br>2.5.3 Write a paragraph describing what might become of one of the following protections of the First Amendment if there were no Bill of Rights.<br>a. religious freedom<br>b. freedom of speech<br>c. freedom of the press<br>d. freedom of assembly |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
United States History

**COMPETENCY GOAL 3: The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 3.1 | Identify major domestic problems of the nation under the Articles of Confederation and judge the extent to which they were resolved by the new Constitution. | 3.1.1 | Make a class list of major domestic problems of the nation under the Articles of Consideration. Categorize them as economic, internal security, political, or any others. |
| | | 3.1.2 | Identify those domestic problems the Constitution was designed to solve, citing articles and sections where applicable. |
| | | 3.1.3 | Write a persuasive essay arguing that George Washington was correct/ incorrect in his assessment that Congress under the Articles of Confederation was "a half-starved, limping" body "always moving upon crutches and tottering at every step". |
| 3.2 | Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants. | 3.2.1 | Elaborate on the political freedoms and any changes in those freedoms prior to 1815 available to the following:<br>a. Native Americans<br>b. African American slaves<br>c. free people of color<br>d. women<br>e. wage earners<br>f. landless farmers |
| | | 3.2.2 | Assume the role of a member of a group denied political freedoms during this period, and write a letter to an elected official arguing that freedoms should be granted. |
| | | 3.2.3 | Create a chart or other visual showing what freedoms were available to different groups of people during this period. Write a paragraph summarizing the information presented. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

## COMPETENCY GOAL 3: The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.3 Trace the development of religious liberty and toleration in the new nation. | 3.3.1 Describe in writing the degree of religious freedom and toleration in the United States at the time of the Revolution. |
| | 3.3.2 Formulate written arguments for and against government-sanctioned religious establishments during the period. |
| | 3.3.3 Create a timeline showing growth in religious liberty and toleration to 1815. Write a paragraph summarizing the timeline and noting any exceptions to the general growth. |
| 3.4 Analyze the effects of territorial expansion and the admission of new states to the Union. | 3.4.1 Map territorial expansion to 1815, labeling those states admitted to the Union by that date. |
| | 3.4.2 Write a brief essay or create graphic organizers analyzing the effects of at least two of the following:<br>a. the Land Ordinance of 1785<br>b. the Northwest Ordinance<br>c. the Louisiana Purchase<br>d. the Lewis and Clark Expedition |
| | 3.4.3 Assume the role of a newspaper editor in the period and write an editorial for one of the following headlines:<br>a. Jefferson Makes a Bad Deal (the Louisiana Purchase)<br>b. The Threat from the West (the Whiskey Rebellion)<br>c. The Law that Saved the Republic (the Northwest Ordinance)<br>d. Stop the Speculators (land speculation in the period) |

# SOCIAL STUDIES

**GOAL LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 3: The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.5 Assess commercial and diplomatic relationships with Britain, France, and other nations. | 3.5.1 Create timelines or charts to show commercial and diplomatic relationships with the following:<br>a. England<br>b. France<br>c. Spain<br>d. the Indian Nations<br>Write paragraphs summarizing the information included in the charts or timelines. |
| | 3.5.2 Identify and judge the influence of the following through the period ending in 1815:<br>a. Treaty of Greenville (1795)<br>b. Citizen Genet<br>c. the French Alliance of 1778<br>d. the Neutrality Proclamation of 1793<br>e. Treaty of London (Jay's Treaty)<br>f. Treaty of San Lorenzo (Pinckney's Treaty)<br>g. XYZ Affair<br>h. Alien and Sedition Acts<br>i. Virginia and Kentucky Resolutions<br>j. Embargo Act of 1807<br>k. War Hawks<br>l. Battle of Tippecanoe<br>m. Hartford Convention<br>n. Treaty of Ghent |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 3: The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| | | 3.5.3 | Assume one of the following roles and write a letter to a friend expressing your opinions about United States foreign policies for the period ending in 1815:<br>a. Thomas Jefferson<br>b. John Adams<br>c. Henry Clay<br>d. Daniel Webster<br>d. John C. Calhoun<br>e. Andrew Jackson<br>f. a New England merchant<br>g. a cotton planter<br>h. Tecumseh |
| 3.6 | Evaluate the extent to which the United States was "a nation at risk" until 1815. | 3.6.1 | Generate a class list of problems, both foreign and domestic, facing the United States during the period 1787-1815. Categorize the list into workable categories (e.g., economic, national government, domestic security), select one category, and create a timeline or other visual to illustrate the problem during the period specified. |
| | | 3.6.2 | Select one of the following nations and write a brief essay indicating its attitudes toward the new government of the United States during the period 1787-1815:<br>a. France<br>b. England<br>c. Spain<br>d. Canada<br>e. the Indian Nations |
| | | 3.6.3 | Write an essay agreeing with or refuting the argument that the War of 1812 might be called "The Second War for American Independence". |

# SOCIAL STUDIES

**GOAL LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Map westward expansion and make inferences about its importance to African Americans and Native Americans. | 4.1.1 Complete a map showing changing national borders and states admitted to the Union during the period 1815-1850. |
| | 4.1.2 Assume the role of one of the following and create a role-play or write a letter to a friend expressing feelings about westward expansion during the period:<br>a. a Native American living in the Midwest<br>b. a Native American living in the Southeast<br>c. a slave on a Mississippi cotton plantation<br>d. a free African American artisan living in North Carolina |
| | 4.1.3 Make a graphic organizer analyzing the effects of westward expansion on African Americans and Native Americans. Write a paragraph summarizing these effects. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
United States History

**COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.**

| | OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|---|
| 4.2 | Analyze economic developments and judge their effects on nationalism and sectionalism. | 4.2.1 | Generate a class list of economic developments of the period. Use the list to complete each of the following:<br>a. Organize the list in the order of importance with the first development listed being most important. Be able to justify the organization.<br>b. Use the list and a blank map to locate the general area of the nation where each development occurred. Make any apparent inferences about nationalism and sectionalism based on the map.<br>c. For the five most important developments (See "a" above.), create graphic organizers showing effects of each. |
| | | 4.2.2 | Identify and describe in writing the influence of at least five of the following on nationalism and/or sectionalism in the period 1815-1850:<br>a. the Monroe Doctrine<br>b. the First and Second Bank of the United States<br>c. McCulloch v. Maryland<br>d. Gibbons v. Ogden<br>e. the China trade<br>f. the cotton gin<br>g. the "American System" of Henry Clay<br>h. the rise of the textile industry<br>i. internal improvements<br>j. the tariff issue |
| | | 4.2.3 | Write an essay on a person or event you would describe as "The Greatest Contributor to Both Nationalism and Sectionalism". |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 4.3 | Assess political events and personalities in terms of their influence on nationalistic or sectional trends. | 4.3.1 | Create a timeline showing major political events and personalities of the era. Write a paragraph summarizing the timeline and making inferences about nationalistic and sectionalistic trends. |
| | | 4.3.2 | Identify each of the following and assess their influence on nationalism and/or sectionalism:<br>a. James Monroe<br>b. John Marshall<br>c. the Missouri Compromise<br>d. the Panic of 1837<br>e. expanding the electorate<br>f. the Jacksonian revolution<br>g. John Quincy Adams<br>h. the spoils system<br>i. the Webster-Hayne Debate<br>j. Nullification<br>k. "Tippecanoe and Tyler Too"<br>l. Worcester v. Georgia |
| | | 4.3.3 | Write a persuasive essay arguing that nationalism was/was not the dominant theme of politics in the period 1815-1850. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.4 Analyze literary and artistic movements of the period as contributors to nationalism and sectionalism. | 4.4.1 On a map of the United States locate the places where the following lived and worked:<br>a. Washington Irving<br>b. James Fenimore Cooper<br>c. Henry Wadsworth Longfellow<br>d. Edgar Allan Poe<br>e. Ralph Waldo Emerson<br>f. Herman Melville<br>g. John Greenleaf Whittier<br>h. James Russell Lowell<br>i. Henry David Thoreau<br>j. Nathaniel Hawthorne<br>k. Walt Whitman<br>l. George Catlin<br>m. John James Audubon<br>n. Currier and Ives<br>Use the map to make inferences about the relationship between artists and writers and the growth of nationalism and/or sectionalism. |
| | 4.4.2 Analyze the work of one writer, artist, or performer of the period and show aspects that suggest nationalism and/or sectionalism. |
| | 4.4.3 Assume the role of an educated man or women living in New England. Write a letter to a friend in the South elaborating on reasons why there was a "flowering of New England" in literature. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 4: The learner will assess the contending forces of nationalism and sectionalism in the period 1815-1850.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.5 Evaluate the role of religion in the debate over slavery and in other social movements and changes of the period. | 4.5.1 Identify how denominational or general religious influences affected each of the following:<br>a. public schools<br>b. education for women and girls<br>c. temperance<br>d. lyceums<br>e. treatment of the insane<br>f. communitarianism<br>g. the Women's Rights movement<br>Use the relationships identified to make generalizations about the influence of religion in these reform movements.<br>4.5.2 Assume the roles of an abolitionist and a slaveholder and write letters citing religious justifications for each point of view.<br>4.5.3 Create a multidimensional timeline or other graphic organizer showing reform movements and reformers of the period. Write a brief summary of how these movements and individuals might have contributed to a growth of nationalism or sectionalism. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 5: The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Elaborate on economic, social, and political conditions in the decade preceding the Civil War. | 5.1.1 Make a chart or other graphic organizer showing sectional differences in the decade preceding the Civil War. Summarize differences in a brief paragraph. |
| | 5.1.2 Map developments in transportation, communications, and trade in the period. Make inferences about the sectional nature of these developments. |
| | 5.1.3 Summarize political developments of the decade beginning in 1850 in a paragraph or on a timeline. Make inferences about the failure of political compromise and the reasons for that failure. |
| 5.2 Analyze long-term and immediate causes of the war and assess the extent to which slavery was the primary cause of the conflict. | 5.2.1 Generate a class list of causes of the Civil War. Categorize the list into immediate and long-term causes. |
| | 5.2.2 Select one long-term cause of the Civil War (e.g., slavery, the political isolation of the South) and make a timeline tracing that cause to 1861. |
| | 5.2.3 Write a persuasive essay arguing that slavery was/was not the primary cause of the Civil War. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 5: The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.3 | Trace important military and political events of the war period, and judge their significance to the outcome of the conflict. | 5.3.1 | Place important political events of the period on a timeline. Associate pertinent people with these events. Justify the inclusion of each as significant to the outcome of the conflict. |
| | | 5.3.2 | Locate the most important military engagements on a map. Associate significant people with these engagements. Make inferences from the map about the effects of the war on civilian populations. |
| | | 5.3.3 | Write a persuasive essay entitled "_____________ was the single most important political (or military) event of the war period in terms of the outcome of the conflict". |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 5: The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 5.4 | Judge immediate and long-term effects of Reconstruction on the daily lives of people as well as on the politics and economy of the former Confederate states. | 5.4.1 | Generate a list of events and personalities associated with Reconstruction. Suggest the effects of each on the politics and economy of the former Confederate states. |
| | | 5.4.2 | Write a description of the immediate and long-term effects of Reconstruction on one of the following:<br>a. freed slaves<br>b. the Democratic Party<br>c. African American participation in southern politics<br>d. education for African Americans<br>e. the "Redeemers"<br>f. a single-crop economy<br>g. "Jim Crow"<br>h. poor whites<br>i. the Ku Klux Klan<br>Share descriptions in a brief oral summary. |
| | | 5.4.3 | "Of all the events and personalities of the Reconstruction period, ___________ has had the most significant and continuing effect on the political , social, and economic life of the nation." Select an event, phenomenon, or personality to fill in the blank. Justify the choice in writing. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.1 | Describe innovations in technology and business practices and assess their impact on the economy. | 6.1.1 | Describe each of the following and suggest several influences of each on the economy of the United States in the late 19th and early 20th centuries:<br>a. Social Darwinism<br>b. transcontinental railroads<br>c. Carnegie Steel Corporation<br>d. Standard Oil Company<br>e. developments in the telephone industry<br>f. developments in the electrical industry<br>g. trusts, pools, cartels, and conglomerates<br>h. The Sherman Anti-Trust Act |
| | | 6.1.2 | Select one item in 6.1.1 above and create a graphic organizer to illustrate its impacts on the economy. |
| | | 6.1.3 | Write a persuasive essay entitled "__________ had the greatest single influence on the economy in the late 19th and early 20th centuries". |
| 6.2 | Make inferences about the influence of immigration and rapid industrialization on urban life. | 6.2.1 | Examine data for several time spans on sources, numbers, and direction of immigration in the late 19th and early 20th centuries. In a written summary, suggest some effects immigration had on both urban and rural life. |
| | | 6.2.2 | Make a timeline showing technological developments that affected urban life. Summarize both positive and negative effects of the developments in a paragraph. |
| | | 6.2.3 | Assume the role of a citizen of New York or another major city in the late 19th century. Write a series of letters to a friend commenting on immigration and city life in general. |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.3 Trace the development of labor unions and judge their effects on economic arrangements and the lives of working people. | 6.3.1 Place major developments in the labor movement on a timeline. Summarize these developments in a paragraph. |
| | 6.3.2 Describe conditions of work in one of the following industries in written, oral, or visual formats:<br>a. meatpacking<br>b. mining<br>c. textiles<br>d. tobacco<br>e. steel<br>f. oil<br>g. railroads |
| | 6.3.3 Assume the role of one of the following and write a letter to a friend describing your working life:<br>a. a female "sweatshop" employee<br>b. a rural farmworker in the South<br>c. a soldier on the western frontier<br>d. a cowboy<br>e. a rural farm woman in Kansas<br>f. a domestic worker in a small town in the South<br>g. a Filipino immigrant farm worker in California<br>Summarize any effects the development of labor unions might have on your life. |

# SOCIAL STUDIES

**GOAL LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.4 | Evaluate the effects of racial segregation on various regions and segments of American society. | 6.4.1 | Define the term "racial segregation" and create a map showing areas of *de facto* and *de jure* segregation in the early twentieth century. |
| | | 6.4.2 | Investigate the effects of racial segregation on at least three of the following during the period:<br>a. public education<br>b. churches and other religious organizations<br>c. professions (e.g., medicine, law)<br>d. African Americans<br>e. Native Americans<br>f. Asian Americans<br>Summarize findings in oral or written format. |
| | | 6.4.3 | Write a paragraph beginning with this topic sentence: "__________ was the most important effect of racial segregation on American society." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

## COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 6.5 | Trace the rise and decline of Populism and Progressivism and judge their effectiveness as economic, social, and political movements. | 6.5.1 | Place major events of the following Presidential terms on a timeline:<br>a. Ulysses S. Grant<br>b. Rutherford B. Hayes<br>c. James A. Garfield<br>d. Grover Cleveland (both terms)<br>e. William McKinley<br>f. Theodore Roosevelt<br>g. William Howard Taft<br>h. Woodrow Wilson<br>On the same timeline or on another, trace the rise and decline of Populism and Progressivism and their adherents. Make any inferences about the political life of the nation that might have caused the rise of these movements. |
| | | 6.5.2 | Construct a graphic organizer to depict causes and effects of Populism and Progressivism in one of the following areas:<br>a. economic<br>b. social<br>c. political |
| | | 6.5.3 | Write a persuasive essay arguing that Progressivism was/was not the natural heir of Populism and that both were/were not essentially conservative in nature. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 6: The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| **6.6** | Analyze the influence of growing religious pluralism on American society. | **6.6.1** | Use data on immigration to summarize changes in the degree of religious pluralism in the United States. Generate a list of some possible consequences of these changes. |
| | | **6.6.2** | Create a graphic organizer to show the influence of religious pluralism on one of the following:<br>a. urban politics<br>b. social welfare reforms<br>c. temperance<br>d. education and schooling |
| | | **6.6.3** | Assume the role of one of the following and create a monologue or write a letter expressing your feelings about growing religious pluralism:<br>a. a New England Protestant<br>b. a Protestant living in the small-town South<br>c. a Protestant of German descent living in Wisconsin<br>d. a Chinese laborer in San Francisco<br>e. an African American living in Kansas<br>f. a Republican Senator from Illinois |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 7: The learner will analyze the causes and effects of United States involvement in international affairs.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.1 | Trace the emergence of the United States as an increasingly significant international power in the late 19th and early 20th centuries. | 7.1.1 | Use a world map to indicate areas of the world that interacted significantly with the United States in any of the following ways:<br>a. trade relationships (exports, imports, investments)<br>b. source of immigration to the United States<br>c. political alliances<br>d. political frictions<br>Summarize these interactions in a brief paper. |
| | | 7.1.2 | Generate a list of reasons why the United States became more active internationally in the late 19th century. Categorize the reasons (e.g., economic, political). |
| | | 7.1.3 | The possession of colonies was a mark of international power in the late 19th century. Write an essay arguing that the United States was/was not a significant international power in the late 19th and early 20th century. |
| 7.2 | Analyze the causes of United States involvement in World War I, and assess the effects of the war on the United States and other nations. | 7.2.1 | Make a timeline showing major causes and events of World War I in Europe. Add to the European timeline events and attitudes that showed increasing United States interest and involvement in the war. Justify all inclusions on the timeline. |
| | | 7.2.2 | Generate a list of effects of World War I for both Europe and the United States. Place these effects in the order of their importance. Justify the order. |
| | | 7.2.3 | Select an important effect of World War I and create a graphic organizer analyzing various aspects of the effect. |

# SOCIAL STUDIES

**GOAL LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 7: The learner will analyze the causes and effects of United States involvement in international affairs.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 7.3 | Assess the significance of the war experience on United States foreign and domestic policies of the 1920's and 1930's. | 7.3.1 | Create a timeline showing major foreign policy issues, decisions, and trends of the period. Justify all inclusions on the timeline. Use the timeline to write a brief essay summarizing the influence of the war experience on United States foreign relations in the 1920's and 1930's. |
| | | 7.3.2 | Describe each of the following:<br>a. the election of 1920<br>b. the Red Scare<br>c. the Sacco and Vanzetti case<br>d. immigration restriction<br>e. the migration of African Americans to the industrial north<br>Write a paragraph showing the relation of each to World War I. |
| | | 7.3.3 | Woodrow Wilson in his war message to Congress described United States intentions to "make the world safe for democracy". Using information about foreign and domestic policies of the 1920's and 1930's, write a persuasive essay arguing whether these aims were achieved. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the 'Twenties and 'Thirties.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 8.1 Elaborate on the cycle of economic boom and bust in the 'twenties and 'thirties and analyze the extent of "prosperity" for different segments of society. | 8.1.1 Chart cycles of prosperity and "panic" (downturns in the economy) for the period 1890-1941 or place these events on a timeline. Associate government efforts to improve economic conditions or to control fluctuations in the economy with the chart or timeline. Summarize orally or in writing the cycles and the efforts of government to intervene in the economy. |
| | 8.1.2 Describe the extent to which the following groups were "prosperous" participants in the United States economy during the period 1890-1941:<br>a. farmers<br>b. industrial workers or labor union members<br>c. women<br>d. African Americans<br>e. military veterans<br>Analyze the impact of economic reforms of the New Freedom and the New Deal on each. Summarize this analysis in a brief paragraph. |
| | 8.1.3 Assume the role of one of the following and comment on economic changes in the 1920's and 1930's in a monologue or a letter to an acquaintance:<br>a. John L. Lewis<br>b. Harry Hopkins<br>c. Eleanor Roosevelt<br>d. Herbert Hoover<br>e. Henry Ford<br>f. Will Rogers<br>g. Richard Wright |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the 'Twenties and 'Thirties.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.2 | Make inferences about social, intellectual, and technological change based on an analysis of lifestyles of the period. | 8.2.1 | Select one of the following and write a description or construct a chart or timeline of changes in living and/or working conditions from 1890 to 1941:<br>a. a teenager living on a farm, in a small town, or in a city<br>b. an office worker in a city<br>c. a domestic servant in a small town or in a city<br>d. the operator of a motion picture theater<br>e. a labor union member in an industrial plant<br>f. a resident of Harlem<br>g. a Native American living on a reservation<br>h. a newspaper reporter in a large city<br>i. a drama critic for a major daily newspaper<br>From the description, make inferences about social, intellectual, and technological changes that may have influenced change in life and/or work. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the "Twenties" and "Thirties."**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| | 8.2.2 Select one of the following pairs and make a detailed comparison:<br>a. Mark Twain and Will Rogers<br>b. F. Scott Fitzgerald and William Faulkner<br>c. W.E.B.DuBois and Booker T. Washington<br>d. a high school student in 1900 and 1930<br>e. Jane Addams and Frances Perkins<br>f. Theodore Dreiser and e.e.cummings<br>g. Sinclair Lewis and Warren G. Harding<br>h. religious modernism and fundamentalism<br>Make inferences about social, intellectual, and/or technological changes that may have influenced either of the pair. Prepare a written summary of comparisons. |
| | 8.2.3 Write a persuasive essay entitled "____________was the most important social, intellectual, and/or technological change of the period." |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
United States History

### COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the ‘Twenties and ‘Thirties.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.3 | Describe challenges to tradition in religion, race, and gender during the period. | 8.3.1 | Identify and describe the significance of each of the following, tracing its background and charting its effects:<br>a. the Harlem Renaissance<br>b. the Model T<br>c. the “flapper”<br>d. the Nineteenth Amendment<br>e. the Eighteenth and Twenty-First Amendments<br>f. the resurgence of the Ku Klux Klan<br>g. the evolutionist controversy<br>Associate each with challenges to religion, race, and gender. Prepare an oral or written summary. |
| | | 8.3.2 | Assume the role of one of the following, secure a class partner with a different role, and construct an oral or written dialogue to elaborate on how challenges to tradition in religion, race, and gender may have affected your life and work in the 1920’s and 1930’s:<br>a. a white female college graduate<br>b. an African American sharecropper in the Deep South<br>c. an automobile worker in Detroit<br>d. a “bootlegger” or “moonshiner”<br>e. a farm woman in western Nebraska<br>f. a tavern owner in Ohio<br>g. an African American college graduate<br>h. a Protestant minister in North Carolina<br>i. an Italian-born factory worker in New England |
| | | 8.3.3 | Write a persuasive essay entitled “_______________ was the greatest challenge to tradition in the period”. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 8: The learner will appraise the economic, social, and political changes of the decades of the 'Twenties and 'Thirties.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 8.4 | Assess the impact of New Deal reforms in enlarging the role of the federal government in American life. | 8.4.1 | Generate a class list of various reforms of the New Deal. Categorize the list into political, economic, social, and other reforms. |
| | | 8.4.2 | Select one area of reform (e.g., banking, social welfare, agriculture) and construct a graphic organizer depicting the impact of the reform on American life. Make generalizations about the enlarged role of the federal government in American life. |
| | | 8.4.3 | Write a persuasive essay either agreeing with or refuting this statement attributed to Herbert Hoover:<br>"You cannot extend the mastery of the government over the daily working life of a people without at the same time making it the master of the people's souls and thoughts." |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 9: The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.1 Investigate reasons for the expansion of totalitarian governments during the period. | 9.1.1 Describe orally or in writing United States States foreign policy relationships in the 1920's and 1930's with at least two of the following:<br>a. Latin American nations<br>b. the Soviet Union<br>c. China<br>d. Germany and Italy<br>e. France and England<br>f. Africa |
| | 9.1.2 Generate a list of reasons for the expansion of totalitarian governments. Place these reasons in the order of their importance and justify the order. |
| | 9.1.3 In 1919 Woodrow Wilson said, "Arrangements of the present peace cannot stand a generation unless they are guaranteed by the united forces of the civilized world." Write a paragraph or short paper commenting on his prediction. |
| 9.2 Trace the course of events that resulted in a new outbreak of worldwide war and analyze the role of the United States in those events. | 9.2.1 Generate a class list of world events leading to World War II. Place the most important of them on a timeline and justify those selected. |
| | 9.2.2 To the timeline in 9.2.1 (above) add United States actions or policies affecting those events. Elaborate on reasons for United States actions or policies. |
| | 9.2.3 Engage in a class debate on the proposition "World War I was the cause of World War II." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

## COMPETENCY GOAL 9: The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 9.3 | Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war. | 9.3.1 | Generate a list of major campaigns and personalities of World War II. Place campaigns on a timeline or locate them on a world map. List in order the most important of them and justify the order. |
| | | 9.3.2 | Categorize the list of personalities in 9.3.1 (above) into political, military, and other. Select one category and write a brief assessment of the importance of each person to the conduct of the war. |
| | | 9.3.3 | Select one of the following and write an extended description of it and its importance to the conduct of the war:<br>a. "Rosie the Riveter"<br>b. Office of Science Technology Research and Development<br>c. the military draft<br>d. the Atlantic Charter<br>e. War Manpower Commission<br>f. the Holocaust<br>g. rationing<br>h. "island hopping" |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 9: The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 9.4 Describe and analyze the effects of the war on American economic, social, and political life. | 9.4.1 Generate a list of effects of the war on American life. Select one effect and create a graphic organizer to describe it. |
| | 9.4.2 Briefly describe and state the importance of each of the following in writing:<br>a. the GI Bill of Rights<br>b. the creation of the Department of Defense<br>c. the baby boom<br>d. Cameron Village (in Raleigh, North Carolina)<br>e. demobilization<br>f. the war experience of African Americans |
| | 9.4.3 Write a brief paper analyzing the extent to which this statement by Fred M. Vinson, who served as director of war mobilization and reconversion, was true of various elements of the population:<br>"The American people are in the pleasant predicament of having to learn to live 50 pecent better than they have ever lived before." |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 10: The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.1 | Identify technical innovations that have significantly affected American life and judge the importance of their influence on our behavior. | 10.1.1 | Generate or examine a list of technological innovations of the last half century. Categorize the list. Choose one category (e.g., household, office, medical, agricultural, transportation, entertainment) and summarize in writing the changes in life brought about by innovations. |
| | | 10.1.2 | Select one area of innovation (e.g., computerization, television) and place innovations on a timeline. Make inferences from the timeline about the pace of change. |
| | | 10.1.3 | Write a persuasive essay entitled "____________________ is the most important innovation of the last half-century in terms of its influence on our behavior". |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 10: The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.2 Elaborate on the suburbanization of American society and make inferences about its importance to our economic and social institutions. | 10.1.1 Describe in writing the importance of each of the following to the suburbanization of American society:<br>a. shopping centers<br>b. drive-in movies<br>c. television<br>c. federal support for highway construction<br>d. Levittown<br>e. the baby boom<br>f. GI housing loans |
| | 10.1.2 By 1970 more people lived in suburbs than in cities, and this trend away from living in cities continues. Generate some inferences about the importance of this population shift to these American institutions:<br>a. the family<br>b. churches and synagogues<br>c. "downtown"<br>d. neighborhoods<br>e. professional team sports<br>Summarize these inferences in writing or orally. |
| | 10.1.3 Generate a list of economic and social institutions "created" by suburban living (e.g., commuter car pools or trains, the lawn care industry). Describe other institutions that declined as population shifted to suburban areas. Summarize these changes in a paragraph. |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 10: The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.3 | Trace major events of the Civil Rights Movement and evaluate the impact of the movement on institutions and the lives of citizens. | 10.3.1 | Place major events in the Civil Rights Movement beginning with World War II on a timeline. Associate the names of prominent leaders with those events. Justify all inclusions. |
| | | 10.3.2 | Select one major event of the Civil Rights Movement and construct a web chart or other graphic organizer to show its influence on institutions and the lives of citizens. |
| | | 10.3.3 | Construct written arguments for and against the proposition that the Civil Rights Movement revolutionized American society. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 10: The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 10.4 Assess the importance of growing religious pluralism and racial and ethnic diversity in American society. | 10.4.1 Examine data on religious affiliation showing numerical changes in religious groups and their adherents. Construct a chart showing these changes and use the reference information and the chart to make inferences about growing religious pluralism. |
| | 10.4.2 Examine immigration figures for the last half century and compare them with those for the periods 1830-1850 and 1890-1910, noting changes in country of origin and in numbers of immigrants. Use this information to make inferences about increasing racial and ethnic diversity in American society. Summarize these inferences in writing. |
| | 10.4.3 Assume the role of one of the following and write a monologue, a poem, or a letter to a friend discussing your feelings about increasing religious, racial, and ethnic diversity:<br>a. A 90-year-old woman living in a small town in Iowa<br>b. an eighteen year-old male high school drop out<br>c. an accountant living in New York City<br>d. a teacher of elementary school children in Texas |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 10: The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 10.5 | Analyze the course of the United States economy in the last half century. | 10.5.1 | Create charts or graphs to illustrate one of the following:<br>a. the movement from an industrial to a service economy<br>b. the growth of the agri-business industry<br>c. the decline of traditional industries (e.g., steel, automobiles)<br>d. changes in the demand for unskilled labor<br>e. changes in the balance of trade with other nations<br>f. dependence on imported oil<br>Summarize the graphic information in a paragraph. |
| | | 10.5.2 | Describe orally or in writing changes in the economic well-being of one of the following groups over the last half-century:<br>a. "blue collar" workers<br>b. clerical workers<br>c. retired persons<br>d. children<br>e. racial minorities<br>f. public employees |
| | | 10.5.3 | Given changes in the American economy over the last half century, write a brief economic policy for the next President of the United States. |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 11: The learner will analyze changes in American political life in the last half-century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.1 Trace changes in political party alignment and voter behavior. | 11.1.1 Examine maps showing national election results since 1946. List states that have been generally Republican or Democratic over the period, solidly Democratic or Republican, and those that have changed from one party to the other. Make inferences about reasons for changes. |
| | 11.1.2 Examine voter participation in national, state, and selected local elections. Generate reasons for participation and the lack thereof. Write a plan to increase informed voter participation. |
| | 11.1.3 Place general elections since 1946 on a timeline, listing candidates, parties represented, and indicating issues and winners. Make inferences about the role of third parties or particular pressure groups in campaigns during the period. |
| 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. | 11.2.1 Summarize the provisions of the Square Deal, the New Frontier and the Great Society initiatives. Compare these initiatives with those of Presidents Nixon, Ford, and Reagan. Make inferences about whether the role of the federal government has expanded or declined over the last half century. |
| | 11.2.2 Select one area in which there is both federal and state activity (e.g., education, health care, transportation). Trace relationships between federal and state governments in the area and represent them graphically or in written form. Determine whether the federal role has declined, expanded, or remained static over the half century. |
| | 11.2.3 Engage in a classroom debate on the topic: "The federal government should take over ____________(select an area that is now both a federal and a state responsibility)." |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**United States History**

**COMPETENCY GOAL 11: The learner will analyze changes in American political life in the last half-century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 11.3 Analyze relationships and actions of the three branches of the federal government in terms of their influence on the lives of citizens. | 11.3.1 Select one of the following areas. For the area selected, trace actions, policies, and relationships among the three branches of the federal government that have influenced the lives of citizens. Represent these phenomena graphically or summarize in writing.<br>a. the elderly<br>b. children<br>c. women<br>d. racial minorities<br>e. the poor<br>f. immigrants |
| | 11.3.2 Select one of the following events or issues and note relationships among the three branches of government regarding the event or issue. Use a chart or other graphic illustration to show these relationships:<br>a. McCarthyism<br>b. the Equal Rights Amendment<br>c. Watergate<br>d. illegal drug traffic |
| | 11.3.3 Write a persuasive essay on the topic "The____________________ branch of government has dangerously overstepped its authority in the last half century". |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
## United States History

**COMPETENCY GOAL 11: The learner will analyze changes in American political life in the last half-century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 11.4 | Assess the influence of phenomena such as television on the conduct of American politics. | 11.4.1 | Examine the presidential campaigns of 1948, 1960, 1964, 1968, and 1980. Make a list of notable changes over the period in campaign strategies and activities, noting especially changes in the use of television. |
| | | 11.4.2 | Describe the importance of each on the conduct of American politics over the last half-century<br>a. thirty-second commercials<br>b. "handlers"<br>c. federal campaign financing<br>d. single issue candidates<br>e. balancing the ticket<br>f. the national nominating conventions<br>g. the ethnic vote<br>h. air travel |
| | | 11.4.3 | Write a persuasive essay responding to the topic "Abraham Lincoln would never have been elected had there been television in 1860". |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 12: The learner will evaluate the conduct of United States foreign policy over the last half-century.**

| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 12.1 | Trace the course of the "cold war" and judge its impact on American society. | 12.1.1 | Describe the importance of each of the following:<br>a. the Marshall Plan<br>b. Point IV<br>c. The Berlin Wall and Berlin Airlift<br>d. Khrushchev<br>e. Summitry<br>f. the Cuban Missile Crisis<br>g. nuclear weaponry<br>h. the Prague spring<br>i. Lech Walesa and Solidarity<br>j. the arms race<br>k. Gorbachev and perestroika |
| | | 12.1.2 | Place major events and phenomena of the "cold war" on a timeline. Justify each inclusion. |
| | | 12.1.3 | Assume the role of one of the following and make a brief speech or write a letter to the editor discussing the effects of the "cold war" on American society:<br>a. an elementary school teacher<br>b. a worker in an aircraft factory<br>c. a leader in the civil rights movement<br>d. a clergyman active in the peace movement<br>e. an elderly person living in the inner city<br>f. an eighteen-year-old man<br>g. a draft evader who settled in Canada<br>h. a historian of American "pop" culture<br>i. an automobile worker in Detroit |

# SOCIAL STUDIES

## GOAL LEVEL: 9-12
**United States History**

**COMPETENCY GOAL 12: The learner will evaluate the conduct of United States foreign policy over the last half-century.**

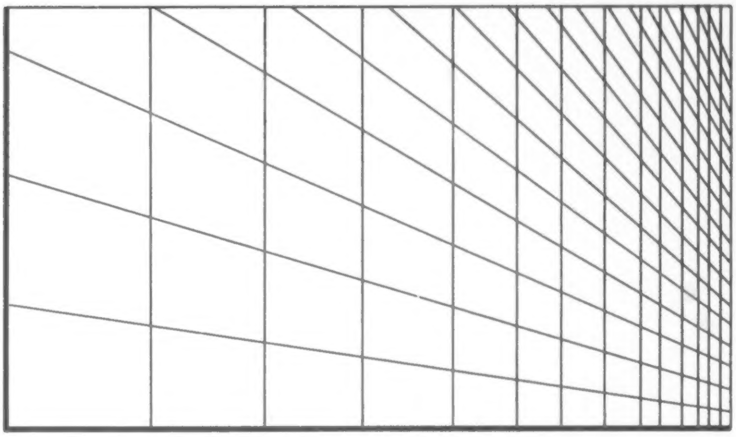
| OBJECTIVES | | SAMPLE MEASURES | |
|---|---|---|---|
| 12.2 | Elaborate on changes in the direction of foreign policy toward various world areas over the period. | 12.2.1 | Select one of the following world areas and write a brief description or make a timeline showing changes in United States foreign policy toward the area:<br>a. China<br>b. Germany<br>c. Central America<br>d. Israel and the Middle East<br>e. Southeast Asia |
| | | 12.2.2 | On a map of the world indicate areas in which the policy of containment was implemented. |
| | | 12.2.3 | Summarize orally or in writing current United States foreign policy toward any given world area. |
| 12.3 | Examine the role of organizations established to maintain peace and judge their continuing effectiveness. | 12.3.1 | On a world map show nations involved in mutual security arrangements with the United States over the last half-century. Summarize the effectiveness of each arrangement in maintaining peace. |
| | | 12.3.2 | Identify instances in which the United Nations has been effective, ineffective in maintaining peace. Select one instance and describe it in writing. |
| | | 12.3.3 | Given the record of the United Nations, write an editorial either supporting or rejecting United States membership in the organization. |

# SOCIAL STUDIES

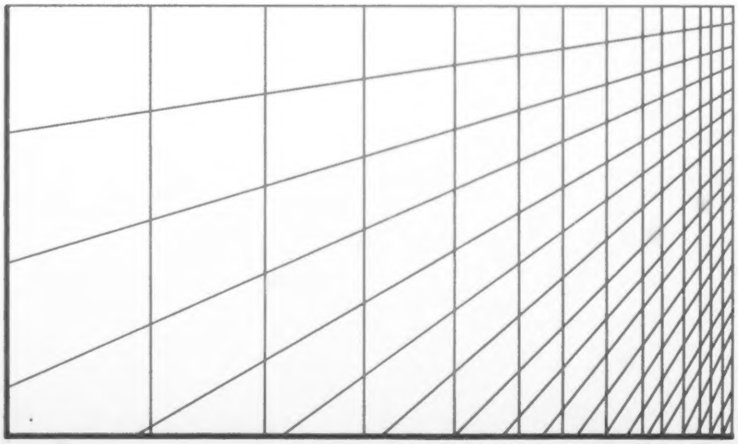
## GRADE LEVEL: 9-12
## United States History

**COMPETENCY GOAL 12: The learner will evaluate the conduct of United States foreign policy over the last half-century.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 12.4 Identify causes of United States involvement in foreign wars since World War II and judge the influence of our involvement on American society. | 12.4.1 Create a timeline or complete a map depicting incidents in which the United States committed troops to military action. Indicate which incidents were associated with declared wars. |
| | 12.4.2 Generate a list of effects of wars on American society in the last fifty years. Place in priority order the ten most important effects. Justify the order. |
| | 12.4.3 Write a letter to the editor responding to this statement by President Dwight Eisenhower in his farewell message to the American people:<br>In the councils of government we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist. We must never let the weight of this combination endanger our liberties or democratic processes. |



# Social Studies Electives



# SOCIAL STUDIES

## INTRODUCTION TO PSYCHOLOGY

The elective course in psychology engages students in an exploration of the background of human behavior, the determinants of human behavior, and the personality characteristics of individuals. Students of psychology also examine some methods used by professional psychologists in studying human behavior. Psychology students focus on human growth and development, human learning, the effects of emotions on behavior, and how humans adapt to and interact in a variety of environments.

Students of psychology acquire information from a variety of sources: written, graphic, experimental and others. They use information as they make decisions and judgments, as they create plans, and as they solve problems. When they examine the personalities and viewpoints of others they decrease self-centered perspectives. As they learn about human growth and development, their understandings of change are enhanced. Finally, their study of psychology enables them to recognize and cope with uncertainty and ambiguity in human behavior.

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Psychology

**COMPETENCY GOAL 1: The learner will distinguish psychology from other social sciences and elaborate on linkages between psychology and other social sciences.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.1 Describe the development of various schools or theories of psychology. | |
| 1.2 Distinguish similarities and differences between psychology and other social sciences. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Psychology**

**COMPETENCY GOAL 2: The learner will analyze the influences of heredity and environment on human behavior.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Summarize inherited characteristics. | |
| 2.2 Describe environmental influences on human development. | |
| 2.3 Analyze the effects of a selected hereditary or environmental influence on a given human behavior. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Psychology

**COMPETENCY GOAL 3: The learner will examine aspects of human behavior.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Analyze similarities and differences in human behavior at different stages in the life cycle. | |
| 3.2 Assess the effects of personality and intelligence on human behavior. | |
| 3.3 Judge the importance of emotion and motivation on human behavior. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Psychology**

**COMPETENCY GOAL 4: The learner will analyze factors influencing learning and thinking processes.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Describe various learning processes and factors influencing each. | |
| 4.2 Elaborate on factors contributing to efficient and effective learning. | |
| 4.3 Analyze various ways of thinking (e.g., critical, creative). | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Psychology

**COMPETENCY GOAL 5: The learner will assess the effects of social groups on individual behaviors.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Describe kinds and effectiveness of small groups. | |
| 5.2 Analyze the effects of phenomena such as male/female roles and peer group influences on the behavior of individuals. | |
| 5.3 Judge the importance of social interaction for individual behaviors. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Psychology

**COMPETENCY GOAL 6: The learner will elaborate on ways of maintaining and restoring mental health.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Distinguish among a variety of strategies for coping with conflicts, frustration, and stress. | |
| 6.2 Describe personality disorders, therapies for dealing with them, and the effectiveness of various therapies. | |

# SOCIAL STUDIES

## INTRODUCTION TO SOCIOLOGY

Students of sociology engage in an exploration of that social science devoted to studying people and their life in groups. They examine how people behave in groups and how group interaction shapes both individual and group behaviors. They also analyze the rules, organizations, and values systems that enable people to live together.

Students of sociology acquire information from a variety of sources: written, visual, oral, and through interviews and surveys. They use information to plan their work, to solve both hypothetical and real problems, and to reach decisions about preferred courses of action. As they examine complex social organizations they learn to deal with uncertainty and ambiguity. As they examine and assess the workings of the institutions of societies different from our own, they analyze their own stereotypes. By analyzing social change in a variety of contexts, their abilities to deal with changes in their own lives increase.

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Sociology

**COMPETENCY GOAL 1: The learner will describe the various schools of sociological thought and trace their progress.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.1 Identify historic backgrounds of modern-day sociology. | |
| 1.2 Distinguish among various schools of sociological thought. | |
| 1.3 Describe similarities and differences between sociology and other social sciences. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Sociology**

**COMPETENCY GOAL 2: The learner will elaborate on the nature of culture and analyze conformity with and deviance from cultural mores.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Generate a definition of culture. | |
| 2.2 Distinguish between conformity with and deviation from cultural mores. | |
| 2.3 Analyze instances of cultural conformity and deviation. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
Sociology

## COMPETENCY GOAL 3: The learner will analyze social structure.

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Describe social roles, their development, and their relationship to social groups. | |
| 3.2 Distinguish between formal and informal groups and assess their importance. | |
| 3.3 Compare social stratification in traditional and industrial societies and judge its importance. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Sociology**

**COMPETENCY GOAL 4: The learner will analyze the functions and assess the effectiveness of important social institutions.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Elaborate on important social institutions. | |
| 4.2 Analyze the functions of given social institutions. | |
| 4.3 Assess the value of social institutions for given elements of society and for society as a whole. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Sociology**

**COMPETENCY GOAL 5: The learner will analyze the socialization process.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Describe the importance of socialization to society. | |
| 5.2 Elaborate on the functions (role) of socializing agents in the process of socialization. | |
| 5.3 Trace the socialization process, noting formal and informal processes. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Sociology**

**COMPETENCY GOAL 6: The learner will assess continuity and change in social groups.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Identify conditions causing continuity or change for social groups.<br>6.2 Elaborate on ways groups resist and accommodate to change.<br>6.3 Evaluate the effects of change on given groups. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Sociology**

**COMPETENCY GOAL 7: The learner will elaborate on and analyze major social problems.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 7.1 Describe major social problems. | |
| 7.2 Analyze causes and effects of given social problems. | |

# SOCIAL STUDIES

## INTRODUCTION TO LAW AND JUSTICE

The elective course in Law and Justice provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. In their study students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. In the Law and Justice course students also examine problems within the legal and justice systems and issues that arise from their operation.

Students of Law and Justice increase their practical understanding of how the justice system in the United States actually works. Their study builds upon key concepts introduced at earlier grades as they extend their understandings of the legal principles that are the basis for the system of justice in the United States. As they pursue the study of Law and Justice they are able to make increasingly informed judgments on issues and problems arising from the operation of the legal and justice systems.

Students who elect to study Law and Justice acquire information from a wide range of sources: interviews, newspapers and newsmagazines, computer data bases, television, and direct observation. They use this information as they solve problems, make decisions, and plan. Their skills of self-management grow as they consider various viewpoints on issues and as they engage in simulated and actual experiences in the legal and justice systems. Finally, their skills of civic participation increase as they experience real-world civic activities that are an integral part of the Law and Justice elective course.

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Law and Justice**

**COMPETENCY GOAL 1: The learner will analyze changes in the law and recognize the dynamic nature of law.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.1 Trace changes in law. | |
| 1.2 Analyze changes in the law. | |
| 1.3 Elaborate on the dynamic nature of the legal system of the United States. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Law and Justice

**COMPETENCY GOAL 2: The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Distinguish similarities and differences in the civil and criminal justice systems. | |
| 2.2 Compare the operations and processes of the civil and criminal justice systems. | |
| 2.3 Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of those systems in resolving them. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Law and Justice

**COMPETENCY GOAL 3: The learner will distinguish state from federal judicial systems and analyze relationships between them.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Describe similarities and differences between state and federal court systems. | |
| 3.2 Elaborate on structural and informal relations between state and federal systems. | |
| 3.3 Explain how and under what circumstances cases move between state and federal jurisdictions. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Law and Justice

**COMPETENCY GOAL 4: The learner will analyze roles and responsibilities and assess the effectiveness of local, state, and federal law enforcement agencies.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Distinguish similarities and differences among local, state, and federal law enforcement agencies. | |
| 4.2 Describe the responsibility and jurisdiction of any given law enforcement agency. | |
| 4.3 Assess working relationships among law enforcement agencies at various levels. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Law and Justice

**COMPETENCY GOAL 5: The learner will assess the effectiveness of corrections systems in deterring criminal behavior.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Distinguish between civil and criminal penalties and explain the rationale for each. | |
| 5.2 Elaborate on flexibilities open to judges and juries in the sentencing process. | |
| 5.3 Analyze various alternatives to incarceration. | |
| 5.4 Judge the effectiveness of the corrections system in rehabilitating incarcerated persons and deterring crime. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Law and Justice

**COMPETENCY GOAL 6: The learner will analyze conflicts resulting from competing interests, conflicting laws, and conflicting interpretations of the Constitution.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Analyze constitutional changes and Supreme Court decisions affecting individuals and population groups. | |
| 6.2 Summarize competing interests, conflicting laws, and conflicting interpretations. | |
| 6.3 Assess the importance of given constitutional conflicts for individuals, groups, and society as a whole. | |

# SOCIAL STUDIES

## INTRODUCTION TO ECONOMICS

Students of economics use a broad range of economic concepts as they examine the complex nature and essential characteristics of economic systems throughout the world. The central economic problem of scarcity and the resulting need for societies to form economic systems is emphasized. Students focus on the market as the place where consumers decide how they wish to allocate their spending among competing goods and services. In so doing, they realize that in the American system of private enterprise consumer demand determines what is produced. They note that demand for goods and services as well as government policies affect prices in the marketplace and the growth and stability of the economy. Finally, they assess the effects of interdependence between our economy and those of other nations.

Economics students acquire information from a number of sources: by reading print, visual, and graphic materials, by on-site observation, by using data bases, and in other ways. They use this information as they suggest solutions to economic problems, as they make personal economic decisions and engage in hypothetical decision-making for others, and as they create both hypothetical and real economic plans. In their interactions with others inside and outside the school setting, they grow in the skills of self-management—perspective-taking, coping with change and uncertainty, and dealing with conflict. Finally, students of economics, as they learn more about the intricacies of economic systems, become more informed and wiser participants in civic activities.

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Economics**

**COMPETENCY GOAL 1: The learner will analyze the importance of scarcity as the central economic problem from which all others flow.**

| OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|
| 1.1 | Generate a definition of scarcity. | |
| 1.2 | Analyze examples of scarcity. | |
| 1.3 | Elaborate on the importance of scarcity. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economics

**COMPETENCY GOAL 2: The learner will compare economic systems, their institutions, and their modes of decision-making.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 2.1 Describe various economic systems and their institutions. | |
| 2.2 Distinguish among the modes of decision-making in various economic systems. | |
| 2.3 Compare institutions and modes of decision-making in various economic systems as expressions of the values of those systems. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Economics

**COMPETENCY GOAL3: The learner will analyze the fundamental characteristics of the economic system of the United States.**

| OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|
| 3.1 | Elaborate on the characteristics of the economic system of the United States. | |
| 3.2 | Determine how various aspects of the economic system relate to each other. | |
| 3.3 | Relate fundamental institutions of the United States economy to the economies of other nations. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Economics**

**COMPETENCY GOAL 4: The learner will assess the impact of governmental intervention and regulation in various economic systems.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Describe formal and informal governmental intervention and regulation in economic systems. | |
| 4.2 Elaborate on reasons for governmental intervention and regulation of various economies. | |
| 4.3 Compare and evaluate the effects of varying amounts of governmental regulation and intervention in economic systems. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Economics**

**COMPETENCY GOAL 5: The learner will suggest how a variety of issues arising from the operation of a market economy may be addressed.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Explain issues arising from the operation of a market economy.<br>5.2 Analyze issues and problems of market economies.<br>5.3 Propose solutions to issues and problems of market economies. | |

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**
**Economics**

**COMPETENCY GOAL 6: The learner will assess the extent to which the economy of the United States influences and is influenced by the economies of other nations.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Describe relationships between the economy of the United States and those of other nations. | |
| 6.2 Analyze relationships between economic systems of other nations and that of the United States. | |
| 6.3 Judge the importance of international economic interdependence for the United States economy and for American citizens. | |

# SOCIAL STUDIES

## INTRODUCTION TO GOVERNMENT

Students of government examine the legal foundations and the major institutions of the state and nation: constitutions, laws, and officials. Further, they analyze "informal" as well as "formal" institutions: political parties, interest groups, and the formation and effect of public opinion on governmental officials and processes. Finally, they consider likenesses and differences between the government of the United States and the governmental institutions and practices of other nations.

As students learn about government, they acquire information from a variety of sources and use that information to arrive at decisions, to solve problems, and to create plans. By examining issues and institutions from various points of view they perceive how others view the world and thus decrease stereotypes in their own perspectives. Government students become more skilled in dealing with conflict and uncertainty as they learn about the conflicts and ambiguities that are an integral part of any political system. Finally, as they engage in collaborative group work and in action projects they practice those skills of civic participation so essential to democratic societies.

# SOCIAL STUDIES

**GRADE LEVEL: 9-12**

**Government**

**COMPETENCY GOAL 1: The learner will trace the origins of constitutional principles and the foundations of the American governmental system and assess their development through American history.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 1.1 Elaborate on basic principles of the Constitution of the United States and their development over time. | |
| 1.2 Analyze those elements that make up the foundations of the American governmental system. | |
| 1.3 Assess constitutional changes and their implications for the American governmental system. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Government

**COMPETENCY GOAL 2: The learner will analyze the structure, history, and functioning of the legislative, executive, and judicial branches of state and federal governments.**

| OBJECTIVES | | SAMPLE MEASURES |
|---|---|---|
| 2.1 | Describe the structure of the legislative, executive, and judicial branches of state and federal governments. | |
| 2.2 | Trace the history of the legislative, executive, and judicial branches of state and federal governments. | |
| 2.3 | Analyze the functioning of the legislative, executive, and judicial branches of state and federal governments. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Government

**COMPETENCY GOAL 3: The learner will trace the enactment, implementation, and enforcement of state and federal laws.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 3.1 Elaborate on how state and federal laws are enacted. | |
| 3.2 Summarize how state and federal laws are implemented. | |
| 3.3 Assess the enforcement of state and federal laws. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Government

**COMPETENCY GOAL 4: The learner will analyze decision-making processes in executive, legislative, and judicial branches of governments.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 4.1 Describe executive, legislative, and judicial decision-making processes in state and federal governments. | |
| 4.2 Compare decision-making processes in executive, judicial, and legislative branches of governments. | |
| 4.3 Analyze similarities and differences in decision-making processes in the United States and in governments of other nations. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Government

**COMPETENCY GOAL 5: The learner will assess the importance of political parties and interest groups in the formation of public opinion influencing governmental processes.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 5.1 Summarize the history, structure and functions of political parties in the United States. | |
| 5.2 Elaborate on the variety, tactics, and influence of interest groups in the formation of public opinion. | |
| 5.3 Judge the influence of political parties and/or interest groups in the workings of government. | |

# SOCIAL STUDIES

## GRADE LEVEL: 9-12
## Government

**COMPETENCY GOAL 6: The learner will analyze relationships between state and federal governments and between the government of the United States and those of other nations.**

| OBJECTIVES | SAMPLE MEASURES |
|---|---|
| 6.1 Elaborate on formal and informal relationships between state and federal governments. | |
| 6.2 Trace changes in relationships between state and federal governments over time. | |
| 6.3 Analyze formal and informal means of interacting with the governments of other nations. | |